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# CATHOLIC

OFFICIAL JOURNAL OF THE

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CATHOLIC LIBRARY ASSOCIATION

# WORLD



VOLUME 36

OCTOBER, 1964

NUMBER 2

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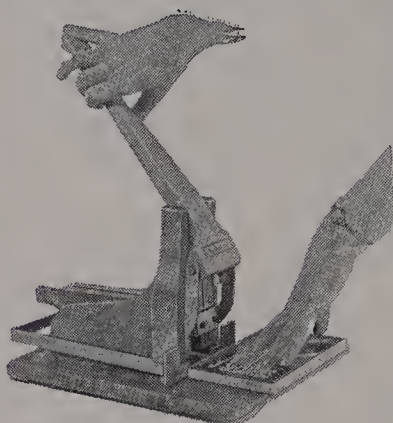
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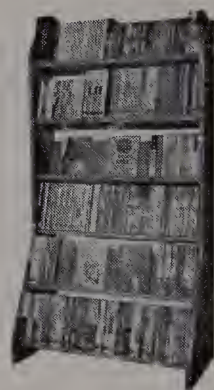
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■ But this theology is too little known outside a narrow circle of clergy and scholars. Now, an urgent need exists to provide authoritative information about it, not only for the Catholic clergy and laity, but also for all those outside the Church who realize the vital role the Church plays in the world.

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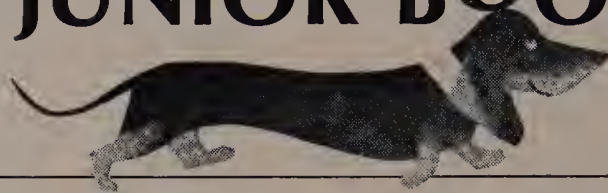
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## The Editor's Desk

The October issue of the CATHOLIC LIBRARY WORLD is dedicated to the view of the librarian from the other side of the charging desk. Just what do others see? Sometimes they seem to have the impression that the librarian is hindering rather than helping them.

Of what avail is the effort to gather large collections of books unless the patrons feel free to use them? Librarians do their work in good faith, but often become so immersed in the technicalities of running a library that they forget the reader's point of view. They are convinced that they work only for the good of their clientele, but is that always the case? Is it possible that there are some ways in which librarians fail to communicate their desire to help?

Are honest patrons being insulted by the patent doubt of their integrity exhibited by librarians as they set up various barriers and examination points in the effort to cut down the theft of books? Although stores are victims of kleptomaniacs and sneak thieves, they are careful that the customer does not feel that he is held in distrust.

Many librarians are so intent on catching the book thief, which they rarely do, that they forget the image they are creating in the minds of their many users. What will be the reaction when electronic devices are installed as another "big brother" watching?

It is wholesome for librarians to learn the point of view of the non-librarian. For that reason, Catholic high school librarians in the Philadelphia Area have conducted a series of workshops in different subject fields. The panels consist of teachers and librarians. Here is an attempt at rapprochement that can have far-reaching effects. Sister Mary Arthur, I.H.M. tells of the experiment in her article on the aims and accomplishments of the project.

Fresh ideas, the modern touch may be

needed to brighten library displays. Sister M. Corita, I.H.M. has become famous for her freedom of expression in art. Mrs. Lucia Pearce, a former pupil of Sister Corita's has caught that freedom and has written an article telling librarians how they can provide original displays for their libraries. She gives details, and includes photographs of her displays. At the end of her article she suggests that it might be possible to involve non-librarians in this form of art expression.

Speaking of involvement, Judge Joseph H. Ridge, Judge of the Allegheny County Courts of Pennsylvania, spoke to the Friends of the Homestead Library, Pennsylvania, a special group of non-librarians who are interested in furthering libraries. Going back to the thirteenth century, he traced the esteem in which libraries are held from that day even to now. Such an article encourages librarians and makes them aware that they are not alone in this vast project. Patrons, in spite of minor annoyances, do want libraries to continue to provide them with information that they are not always aware they will someday need.

As a bonus, Sister Eone has written some words of encouragement about book fairs. She insists on long range planning, and urges librarians and non-librarians to work together for the success of the venture.

Among other features this month, is a description of a model school library built under the Knapp Foundation Library Project. This school, in which teacher and librarian work so closely, is truly a model for all elementary schools.

### CLA CONVENTIONS

*Philadelphia, April 20-23, 1965; San Antonio, April 12-15, 1966; Cleveland, March 28-31, 1967; St. Paul, April 15-19, 1968; Boston, April 8-11, 1969.*



# HEADQUARTERS BUILDING FUND

January 1, 1964 to June 30, 1964

TOTAL .....	\$ 1,822.50
PREVIOUS CASH DONATIONS .....	\$24,682.44
PLEDGES OUTSTANDING .....	\$ 525.00
<hr/>	
TOTAL IN CASH AND PLEDGES .....	\$27,029.94

\$113.50  
American Publishers Corporation, Chicago, Ill.

\$100.00  
In memory of Maria Gertrude Blanchard, Duquesne University, Pittsburgh, Pa.  
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SSND Librarians of the St. Louis Province, St. Louis, Mo.

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The Greater New Orleans Area Unit, Catholic Library Association  
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Regis College Library, Weston, Mass.  
Saint John College of Cleveland Library, Cleveland, Ohio  
Siena College Library, Loudonville, N.Y.  
Southwest Unit, Catholic Library Association  
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\$28.00  
Mid-South Regional Conference, Catholic Library Association (Previously donated \$325.00)

\$25.00  
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Catholic Student Library Assistants Guild of Wisconsin, Milwaukee, Wis.  
Chaminade High School Library, Dayton, Ohio  
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Cheverus High School, Portland, Maine  
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Immaculate Heart of Mary Academy, Buffalo, N.Y.  
Miss Catherine H. Keegan, Philadelphia, Pa.  
Marian College of Fond du Lac Library, Fond du Lac, Wis.  
Most Holy Trinity High School Library, Brooklyn, N.Y.

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Saint Anselm School, Brooklyn, N.Y.  
Saint Mary Academy Library, Monroe, Mich.  
St. Paul Seminary Library, St. Paul, Minn.  
SS. Peter and Paul High School, Saginaw, Mich.  
Seattle Unit, Catholic Library Association  
The Torchbearers, St. Mary's High School Library Club, New Haven, Conn.  
Villa Maria College, Buffalo, N.Y.  
Miss Jacqueline M. Windler, St. Louis, Mo.

Other Contributions  
Aquinas High School Library, La Crosse, Wis.  
Cardinal Gibbons High School Library, Baltimore, Md.  
Cardinal Hayes Library, Manhattan College, New York, N.Y. (Second donation—total \$25.00)  
Catholic Parish Library Association, Milwaukee, Wis.  
Central Catholic High School, Toledo, Ohio  
College of Saint Teresa Library  
(Incorrectly listed in earlier supplement)  
Mother Mary Dennis, S.H.C.J., Rosemont College, Rosemont, Pa.  
Don Bosco High School Library, Milwaukee, Wis.  
Duluth Cathedral High School Library, Duluth, Minn.  
Emmetsburg Catholic High School Library, Emmetsburg, Iowa.  
In memory of Rev. Daniel P. Falvey, O.S.A.  
Immaculate Heart High School Library, Ashland, Pa.  
Mary Stratton Hogan, Flushing, N.Y.  
Holy Cross High School Library, Mountain View, Calif.  
Julienne High School, Dayton, Ohio  
Library Club, Alleman High School, Rock Island, Ill.  
Maria Regina High School Library, Hartsdale, N.Y.  
(Two contributions)  
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Our Lady of the Sacred Heart, Coraopolis, Pa.  
Padua Academy Library Aides, Wilmington, Del.  
Pope Pius XII Diocesan High School, Passaic, N.J.

(Continued on page 91)

# FINANCIAL REPORT

For the Year Ended June 30, 1964

MCGINLEY & ROCHE  
CERTIFIED PUBLIC ACCOUNTANTS

The Catholic Library Association  
461 West Lancaster Avenue  
Haverford, Pennsylvania

Gentlemen:

We have made an examination of the books and records of

THE CATHOLIC LIBRARY ASSOCIATION  
for the Year ended June 30, 1964, and herewith submit the following Statements:

EXHIBIT "A" — Balance Sheet as at June 30, 1964

EXHIBIT "B" — Statement of Income and Expenses  
for the year ended June 30, 1964

Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying balance sheet and statement of income and expenses (Exhibits A and B), present fairly the financial position of the Catholic Library Association as at June 30, 1964 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles, applied on a basis consistent with that of the preceding year.

Respectfully submitted,  
MCGINLEY AND ROCHE  
Certified Public Accountants  
EXHIBIT "A"

## BALANCE SHEET ASSETS

### Current Assets

Cash	\$ 52,642.67	
Accounts Receivable	3,155.66	
Investments—Marketable		
Securities—Cost	89,006.06	
Accrued Interest		
Receivable	157.50	
Inventory	22,596.41	
Deferred Charges to		
Future Operations	215.36	\$167,773.66

Fixed Assets — Net	62,782.94
Other Assets — Publication Rights	6,250.00

TOTAL ASSETS \$236,806.60

## LIABILITIES AND SURPLUS

### Current Liabilities

Accounts Payable—	
Trade Creditors	\$ 1,283.01
Section Dues	2,763.12
Withholding Taxes—	
Federal	543.70

Accrued Salaries and Wages	444.92	
Accrued Payroll Taxes	323.05	\$ 5,357.80

Due ot Walter Romig—

Payable \$1,735.00 Semi-Annually	26,025.00
Deferred Income	40,743.16
Regina Medal Award Fund	681.72
Reserves for Printing CPI and GCL Cumulations	11,500.00

TOTAL 84,307.68

### Surplus

Balance July 1, 1963	\$123,237.86	
Add:		
Net Income for the Year ended June 30, 1964—Transferred from Exhibit "B"	4,254.38	\$127,492.24

Headquarters Building Fund

Donations Invested in Build- ings and Furnishings	25,006.68	152,498.92
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TOTAL LIABILITIES AND SURPLUS \$236,806.60

EXHIBIT "B"

### Income

Memberships and	
Subscriptions	\$ 32,406.90
Catholic Library World	26,136.50
Convention	21,038.77
Book Week	6,991.13
Catholic Periodical Index	43,707.01
Guide to Catholic	
Literature	3,979.99
Other Publications	6,609.18
Other Income	6,382.75

TOTAL INCOME \$147,252.23

Deduct:

Cost of Producing Income and  
Operating Expenses

Membership Fulfillment and Promotion	\$ 3,776.81
Catholic Library World	22,315.84
Convention	11,818.77
Book Week	6,890.60
Catholic Periodical Index	33,111.79
Guide to Catholic	
Literature	15,274.93
Other Publications	6,460.07

Sub-Total	99,648.81
Executive Director's Office	39,321.00
Other Expenses	4,028.04

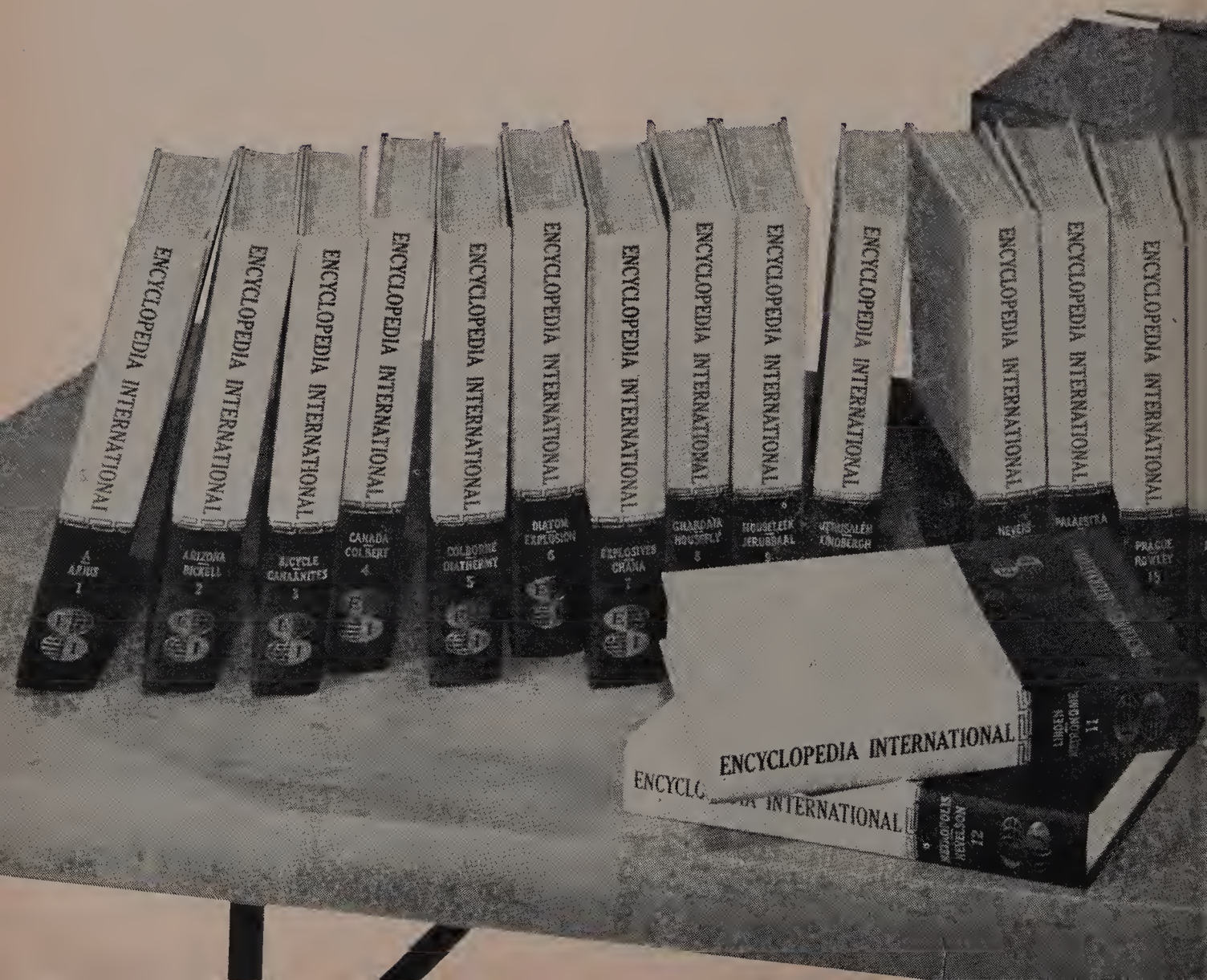
TOTAL COST OF PRODUCING INCOME  
AND OPERATING EXPENSES 142,997.85

Net Income for the Year  
Ended June 30, 1964—

Transferred to Exhibit "A"	\$ 4,254.38
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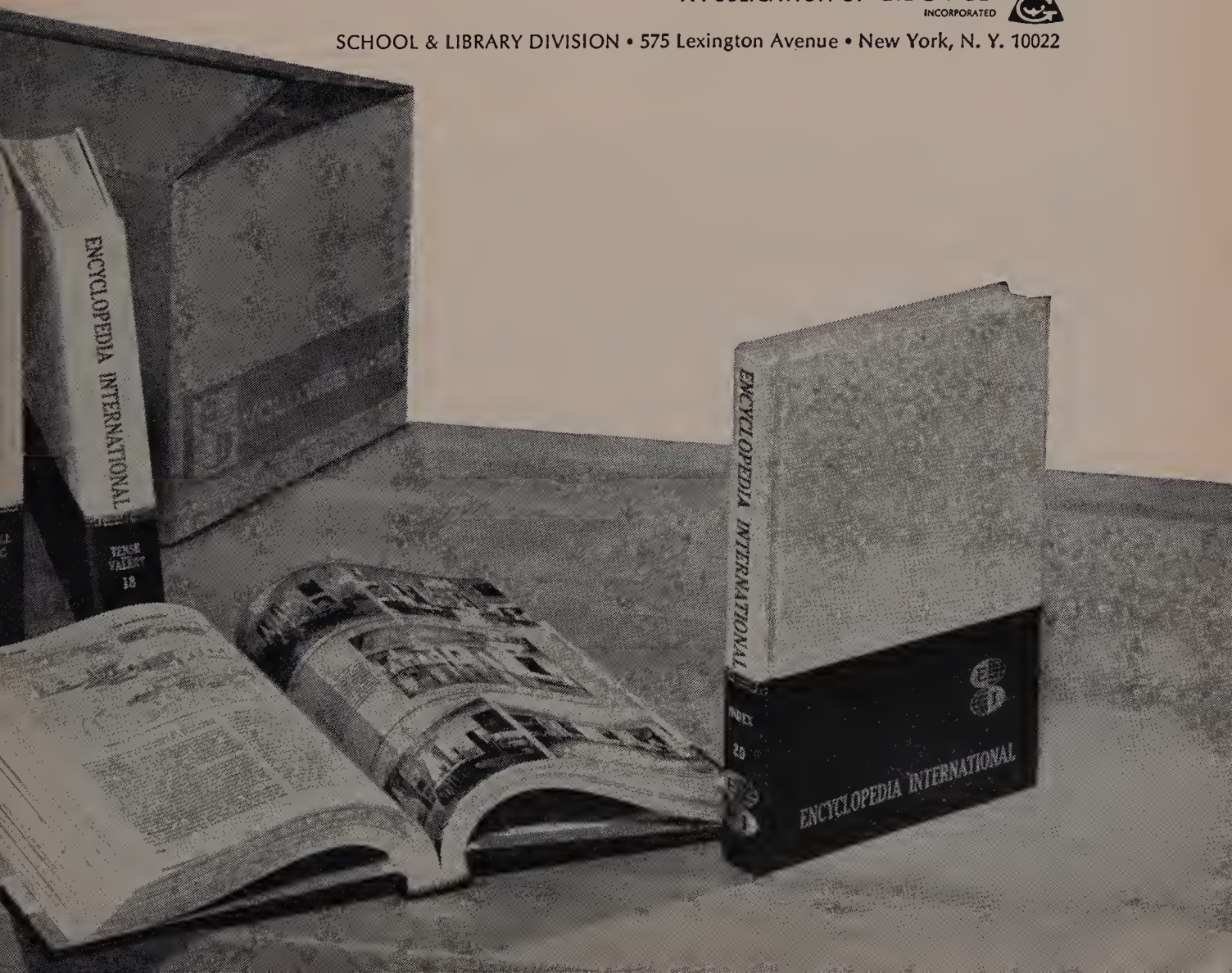
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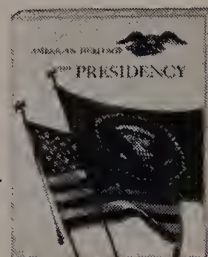
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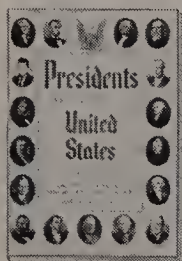
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GC-52



I have always assumed that in order to be a good librarian, one must have a deep love of words. My assumption rests, I suppose, on the fact that a librarian's job is the care of words, millions upon millions of words that lie dormant in books. Dormant, that is, until someone brings them to life by reading them.

Looking back into my own childhood, I can say in all honesty that it was a librarian and not a school teacher who gave me the "book-worm disease," of which I have never been cured (thank goodness!). Although I have not seen this librarian in many years, I can still clearly recall her face and even the sound of her voice. She worked at our public library branch, and used to visit our parochial school regularly to tell us about new books. She had a great love of words, of books on all kinds of subjects. And this love of hers just naturally

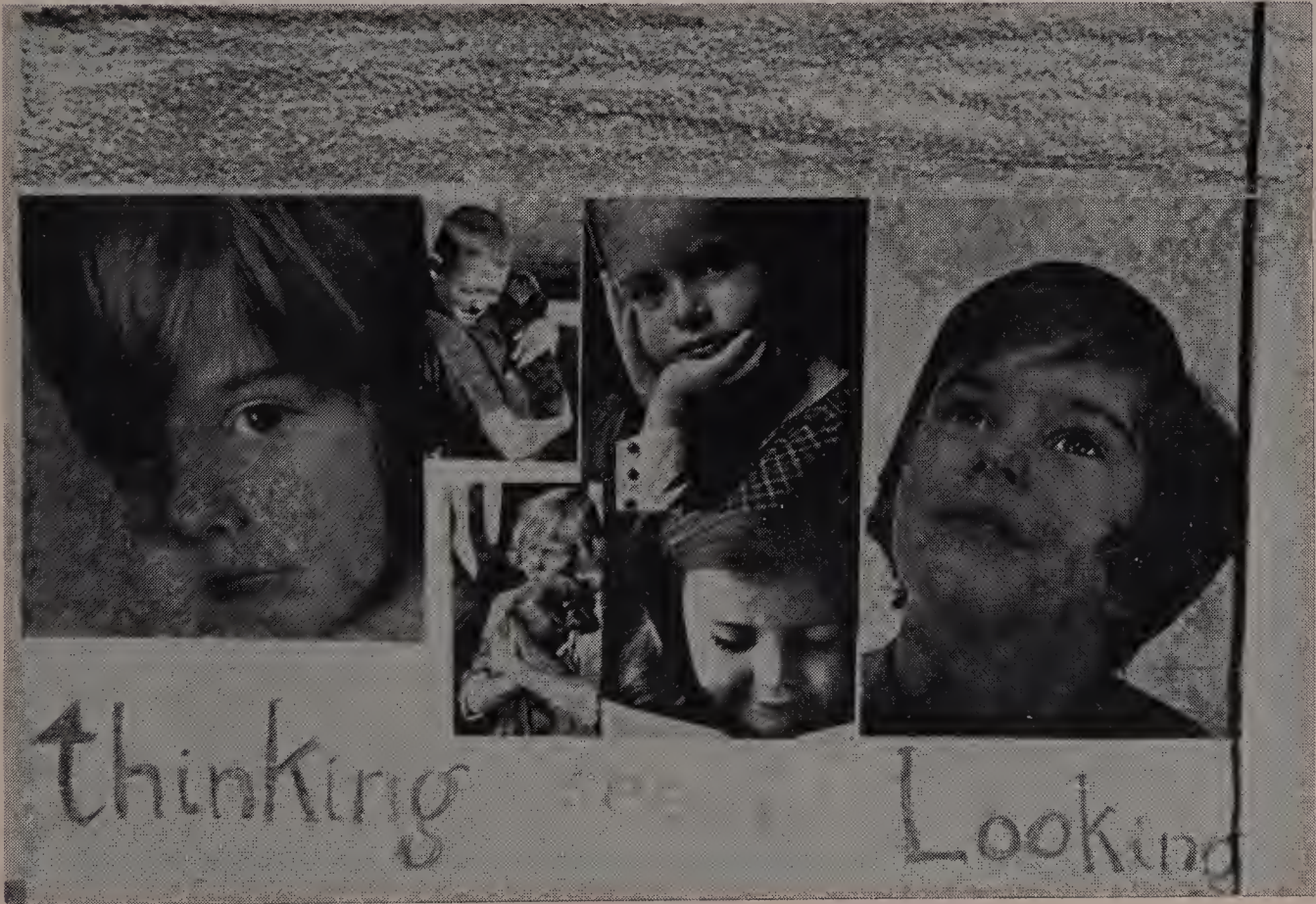
manifested itself in her presentation of the books which she described to us. She COMMUNICATED to us, or at least she communicated to me and my best friend. As a result, we acquired the habit of going to the library regularly and coming home laden with stacks of books. In short, we were "hooked on books" at a tender age, and "the habit" has persisted.

ART OF VISUAL COMMUNICATION

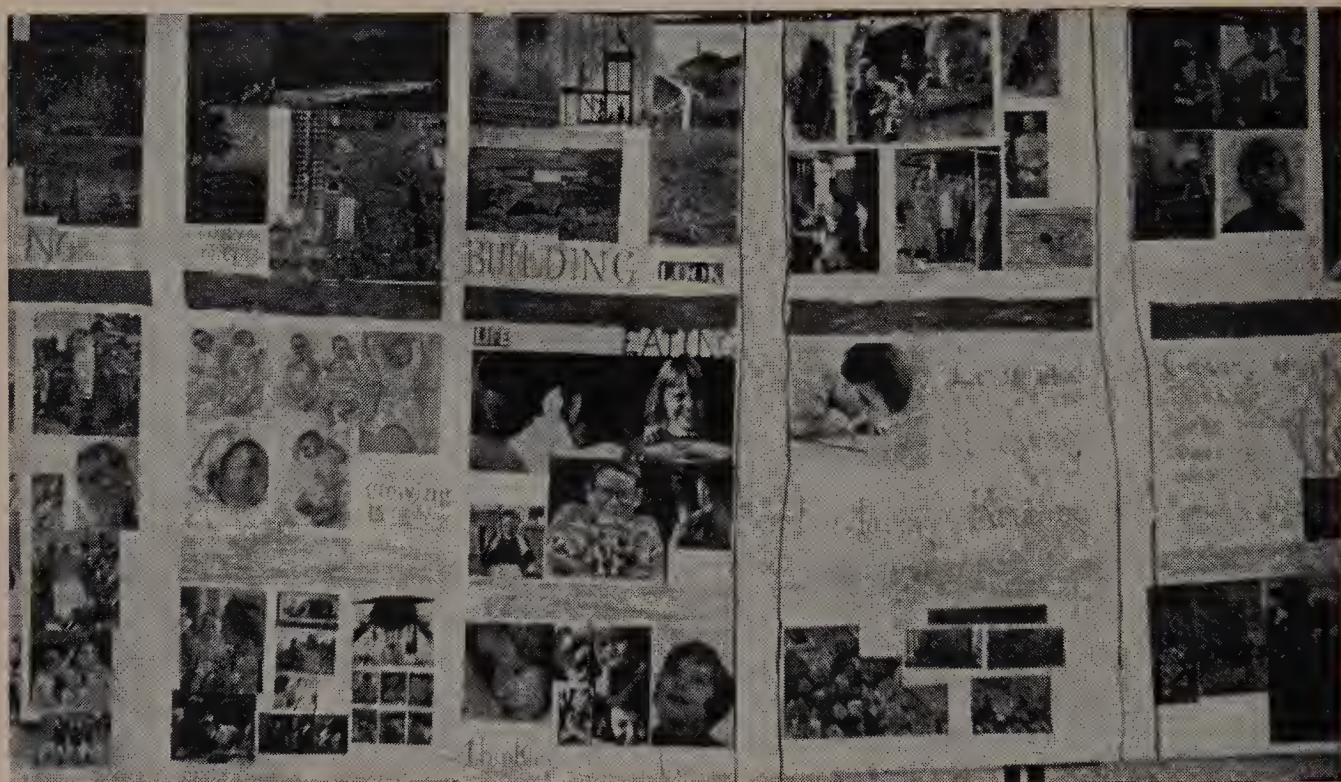
In subsequent years I have come to concern myself with the art of communicating ideas and insights, as an artist, teacher and lecturer, and some-time writer. My other special interests include film-making and exhibit design. Establishing at the outset that I am "a master of none," I shall move on to some remarks and suggestions to any librarians who feel a need to "take words out of books and get them into the environment for all to see and think about."

# An Approach to Library Exhibits

LUCIA PEARCE







I am not advocating that you cut up the books which have been entrusted to your care. Heaven forbid! But what I would like to suggest is this: if you feel a need or responsibility to communicate your love of words and the significance of words (the ideas that words symbolize) then perhaps one very excellent medium for you is the library exhibit or display. I feel that the art of visual communication, especially important in this age of films, television and picture magazines, cannot be ignored in any serious attempt to communicate with the younger generation, as well as the older. Of course, it is easy to decry the fact that such visual media as television have tended to make reading appear as a "less popular" pastime. But I believe a healthier approach would be to use visual media such as exhibits, to communicate your "message" about words and reading.

If, on the other hand, you do not feel that "communication" is part of your job, then I can only say that you are missing a rich experience. There is an old maxim: "The best way to learn is to teach." And this is equally true of the communication arts. For in attempting to communicate an idea, a concept, an observation to others, the communicator is forced to clarify his own thoughts, to sift out the non-essentials and then to articulate the

"results" of this process. He can do this by writing a book or poem, by making a movie or photograph, by delivering a speech, or by participating in any of the activities of man for communicating to other men and to God. And of course, the Mass (that most profoundly poetic of celebrations) combines communication with God and communication with our fellow men. Think of the words communal, community, and communion. And isn't communication the essence of ecumenism? of the ecumenical spirit?

#### USE OF WORDS IN DISPLAY

I would like to invite you, then, to try your hand at communicating your love of words and the meaning of words. Your first reaction might be, "But I am not an artist, I am not a poet." I would say, on the contrary, if you have a reverence for words and ideas, then you have the basic prerequisite which is: something to communicate. Without something inside "to say" or communicate, no so-called artist or poet ever created a thing that was truly significant. This is undoubtedly what gives the work of the child artist such great vitality. The child lives an intense life, has much to say, and says it directly and with great conviction.

With words as your subject matter, then, I would like to show you how to go about mak-



ing 2 and 3 dimensional exhibits in your libraries. Before I begin a procedural guide, I would like to call your attention to the photograph on page 86. Here you see an example of the exhibit system I will be describing. This is a travelling exhibit which I assembled and mounted on 18 x 24 inch corrugated cardboard cartons. The art work was done on individual sheets of drawing paper by art students of Sister Mary Corita at Immaculate Heart College in Los Angeles. The theme was *Pacem in Terris*, Pope John's encyclical, featuring portions of the text illustrated by photographs found in the popular picture magazines, e.g. *Life*, *Look*, etc. The exhibit tied in with the theme for the 1963-64 academic year at Immaculate Heart, Peace on Earth. This particular display method was devised to fulfill a need for a cheap, easy to move (the boxes can be collapsed, stored, or set up in a matter of minutes), light weight exhibit system. The *Pacem in Terris* exhibit has appeared at schools, churches, club meetings and interfaith discussions of the encyclical. This particular theme would be most at home in a library and might give you an idea for an exhibit of your own.

#### PROCEDURES

In outlining the procedure for making such an exhibit, I shall begin with a list of materials.

1. A THEME OR SUBJECT—e.g. Water, Africa, The Ecumenical Council, The Family of Man, The Child, etc.

2. PHOTO MAGAZINES—e.g. *Look*, *Life*, etc. Have a large stack of these on hand and, if you can afford it, invest in some \$1.00 paperback books such as *The Family of Man*, *The World Was Young* by Wayne Miller, *Each and Every Child*—UNICEF which are full of excellent, large photos.

3. BOOK LIST—recommended books on your theme which you will “advertize” via your exhibit. They should be books in your library or at least easily obtained in your area.

4. WORDS — good phrases, paragraphs, etc. about your theme. These should include quotations from the books on your theme which you recommend in the exhibit. Also keep your eyes open in your own casual reading of magazines and periodicals for good quotes, articles, etc.

5. BOXES—several or more corrugated cardboard cartons for the exhibit structure. You can

buy these in bundles of 12, at a low cost, from paper box companies listed in the classified telephone directory. The 10 and 12 inch cubes are good if your exhibit area is small. You can also get shipping cartons for free from some supermarkets, book stores, etc.

6. GLUE—white milk glue in small plastic applicator bottles.

7. TAPE—masking or brown paper tape. This is for taping down the ends of the boxes so that they can be stacked on top of each other. Cellophane tape usually does not work as well as the stronger tapes, because of its tendency to dry out and release under pressure.

8. PAPER—white drawing paper and/or colored paper such as construction paper. These should be cut to the dimensions of the box sides.

9. SCISSORS

10. RUBBER STAMP ALPHABET and/or PEN or MARKER—these are for printing your quotes and book list in a large, readable manner. The rubber stamp sets (of individual letters) can be inexpensively purchased at a toy or stationery store. See page 87 for an example of good type faces and sizes to look for when buying a set. They range in price from 25¢ and up, for a full alphabet. Another way to do rubber stamping is to make your own by carving the letters on large rubber erasers with a small, pointed matting knife. These can be bought in art stores with a set of blades. If you wish to do your own printing by hand, you can try the “drawn Roman lettering” technique described and illustrated on page 87. For this you can use pen and ink, felt tip markers, crayons, etc. Or if you have a primary typewriter, you can type your quotes out and glue them onto your page.

11. WHEAT PASTE — (optional) — for gluing large pages onto the boxes. If your boxes are 18 x 24 or larger, the wheat paste method is best because of the large area to be glued. But smaller sheets can be glued onto the boxes with the milk glue mentioned above.

#### RESEARCH

Your first step, after you have gathered all of your materials, is to do some research. This can be done over a period of time after you have decided on your theme. First, read over your book list, then go through your picture magazines and cut out all the photos, articles,



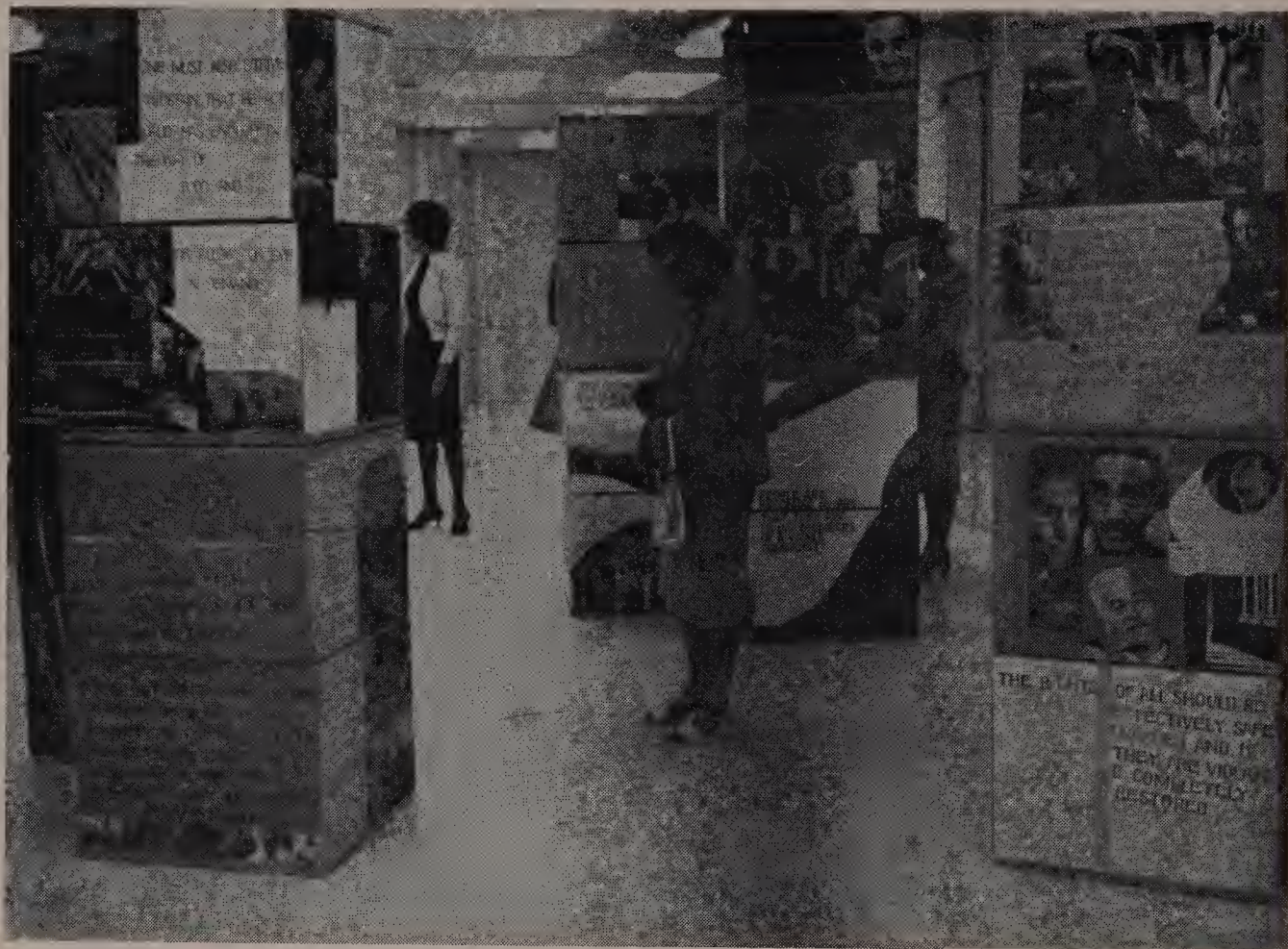
captions that seem worthwhile and related to your theme. Avoid photos in advertisements as they are usually very false and "posed," and avoid rendered drawings which are too "corny." Use good photos. If you're not sure what a good photo is, study *The Family of Man* or the photo books of Henri Cartier-Bresson for a few hours. *Jubilee* magazine also has excellent photos in it. With regard to research, it is good to choose your theme several days or more before you actually make the exhibit, so that you can digest the idea and learn to be alert to things you see, hear or read in your every day activities. You should unconsciously be doing research all the time.

#### LAYOUTS

After you have decided which photos you will use and which quotes, you are ready to begin the last step, making the exhibit. You can begin by printing your quotes on the sheets of paper which you have cut to fit the dimensions of your boxes. Remember that if your quote is too long to fit on one side you can continue the words on another sheet of paper which can be

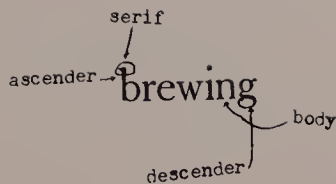
mounted on the box directly under the first sheet. You can use either the rubber stamp method or the hand lettered or typed approach. In some cases you might want to combine words and photos on the same sheet. Before you glue things down it is a good idea to lay everything out so that you can correlate different sections to each other.

In some of your layouts you might try the following: fill some of your sheets solidly with photos related to some particular aspect of your theme; draw an imaginary horizontal or vertical line across your page and fill one side with photos, with words on the other half of the page; make alternating bands on some sheets, either vertical or horizontal, one band of photos, one of colored paper, and another of photos. You might also want to leave some pages of color completely blank for a bit of colorful relief here and there. You will have to experiment and find your own way, but it's the only way and the most fun. The photos on pages 83 and 84 will give you more ideas about composition.





ABCDEFGHIJKLM  
 NOPQRSTUVWXYZ  
 YZ Æ abcdefghijklm  
 nopqrstuvwxyz



ascenders and descenders  
 should not be longer  
 than the body of the letter

constructed roman

drawn roman letters

crystal clear water from a pump :  
 elight, found it equal in charac  
 rope! Analysis confirmed his d

choose an excellent example  
 of the kind of printing you are doing  
 and always work from it

the historical sense  
 compels a man to write  
 not merely with his own  
 generation in his bones  
 but with a feeling that  
 the whole of the litera-  
 ture of europe from

lines of printing should be far enough apart so they read as ribbons  
 and ascenders and descenders don't touch

never use guide lines these are drawn letters -  
 not constructed letters



space between words should not be wider than an n  
 too close too far apart



If you should walk  
 and wind and wan-  
 der far enough one  
 of those April days when  
 smoke does  
 down instead of up

avoid ornate or exaggerated serifs

too heavy  
 too crowded

too much space  
 too close  
 too fancy  
 too long

ABCDE

RUBBER STAMPS

ABC etc.

The method for using the milk glue is as follows: Get a new, unused plastic bottle of glue. Open the applicator top by sticking a straight pin into the pointed plastic applicator. This will give you a good, small hole as you must avoid using too much glue. If you do, it will make your magazine photos pucker up and become very messy. If, while you are using the glue, the applicator seems to clog up, simply stick the straight pin in and out again to clear the way. When you are going to glue a photo onto your paper you simply apply a thin stream of the milk glue along all four edges of the photo back, in an unbroken line. If it is a large photo (6 x 6 inches or more) it is good to also make a large X of glue across the back, from the upper left corner to the lower right, and from upper right to lower left. As soon as you have applied the glue, then place your photo right side up on the desired spot on your page, place a clean sheet of typing paper over it and lightly press with your fingers along the edges of the photo where the glue is. The typing paper is used as a cover so that you avoid smearing glue on the top side of your photo, should you have any on your fingers. It will also blot up any excess glue that might leak around the edges after you have put pressure on. Keep your thin stream of glue very close to the edge so that loose edges are not flapping out, as it is very easy for such loose edges to get torn in assembling the boxes or storing them. This may seem like a very unusual gluing method, but we have found that it is the neatest, easiest, longest-lasting. Also, unlike other glues and paper cements, milk glue will never come through after a period of time and discolor the photo. You can also use this gluing method to mount your sheets onto the boxes.

#### EXHIBIT

After all your sheets are glued onto the boxes you are ready to set up the exhibit. Be sure that all of your box tops and bottoms are firmly taped down so that they will not pop open. Then stack them up into any arrangement you prefer (towers, a wall, clusters, etc.). You might want to set them up in a high place like a table or counter so that they will attract attention, be at eye level and be visible from a distance.

In closing, I will mention briefly the photo of

a 9 x 15 foot mural on page 84. This was done by a group of elementary teaching sisters of the Immaculate Heart Order, under my direction. It was a first attempt for all of them and was done in one afternoon. The theme was GROWING: physically, intellectually, and spiritually. Photos of building construction, flowers and trees, and people all related to this theme. The overall design, the vertical and horizontal grid of a skyscraper under construction, was inspired by the skeletal structure of buildings going up in the downtown Los Angeles area where the sisters' school is located. They agreed that their present, dynamic, communal experience of growth had been in watching these buildings "grow." Other possible design images for this theme would have been a photo collage tree, a human figure, flowers, etc. The same research method was used as I have described above. The major difference is that this is two dimensional and was done on no-seam paper which can be purchased from sign painters' supply houses for a few dollars. It comes in roles, 9 feet wide and various lengths. It is available in many colors, but white is probably the best and most versatile.

These have been some ideas. It will be up to you to develop them further to fit your own particular needs. If the project I've outlined seems like too much work, then why not have a party and turn your friends loose with some magazines, boxes, etc. and a theme and see what happens. I can guarantee you that no one will get bored. Who knows, you might start a fad! Another possibility is this: start an exhibit-swapping system in your association so that these exhibits can be seen in more than one location, and so that each library has new exhibits from time to time. There are all kinds of possibilities. And it's time to begin.

#### MEMO FROM THE ADDRESSOGRAPH DEPARTMENT

Anyone sending a change of address or a change of personnel for any of the mailing lists is asked to include the old address or the name of the former administrator, supervisor or director, whichever may be the case. This will facilitate the rapid handling of the change and enable you to receive all mail promptly.



# The Librarian and the Teacher

Sister Mary Arthur, I.H.M.  
*Bishop McDevitt High School,  
Wyncote, Pennsylvania*

Librarians of the High School Section of the Philadelphia Unit of the Catholic Library Association had long been aware of the necessity of alerting Administration and Faculty to the complete potential of our library service. Many of us, teachers ourselves, realized that one channel of publicity was poorly aligned and that was communication between librarians and faculty members.

Both teachers and librarians had library problems but they were not common problems. We were not fully aware that they could be eradicated by the common denominators of understanding and cooperation.

Some services were curtailed because the librarian was not informed of a class need until the assignment was given to the students and the books had gone out on a first come first served basis, when a reserve shelf could have made the books available to all. A failure in stressing the use of the shelf list for faculty members meant that librarians were missing the opportunity of serving the faculty with the best of all teaching assets, a bibliography of the books available in their particular subject. Poor or outdated collections could be quickly improved if the teacher and librarian would work together. Every good librarian knows that if a teacher aids in the choice of books, offers suggestions for use, and is notified when the books are ready for use, those books will circulate. Student use of a school library is very often motivated by an enthusiastic library-minded teacher.

What we needed badly was a new medium of communication. We needed to get together. Time was scarce, but then, time is always scarce, almost as scarce as personnel. "Togetherness" was a need here as in every worthwhile

project. The word was coined for the family but then isn't every school a family? Since there was time for other less important activities there would have to be time for librarians and teachers to meet and discuss the means of improving library service. We simply had to do something about forging closer association. The old adage which says that a chain is only as strong as its weakest link was here very evident. Busy faculty members and busy librarians were losing sight of the power for good that would accrue from mutual assistance. The link between librarians and teachers needed to be strongly forged.

## WORKSHOPS

An eager and dedicated group of librarians that met at the Catholic Author's Luncheon in February, 1962 decided to do something about the situation. The High School Section set in motion plans for a series of workshops.

The plan was an extended one which was to cover all fields in the curriculum in order of their need. Experience had taught us that any such project would take time and a great deal of planning so two workshops a year were thought ample. Looking back we realize we were wise to be so conservative. As we see it now, there will be at least six in a series before we repeat any subject. Already there have been urgent appeals to repeat science and religion.

The workshops are to be an exchange of ideas between teachers and librarians that will suggest better service and a live, curriculum-centered collection. Since all sizes and types of schools are represented in the Section we try to select topics and panelists varied enough to interest all present. Our speakers are religious and lay faculty members from the participating schools.

Our purpose was, and still is, twofold. First, an interchange of ideas and problems would engender a respect and a cooperation that must certainly lead to better understanding and thus to better service. Next we would compile a bibliography at each workshop. Titles would be collected from the panelists and also suggestions from those present. From these lists the committee would select the books to be included in the list.

A committee for the first workshop was formed from volunteers from the Section. Science was the topic chosen. During the summer a tremendous amount of work was done and the program was already tentatively arranged.

#### SPEAKERS

Members of the Unit had been asked at the initial meeting to contact teachers whom they knew would be able and willing to take part in the program. Soon the Chairman had more offers than could possibly be used. This was an encouraging sign as we knew that there were teachers who felt, as did we, the need for integration of library usage and subject teaching. Enthusiasm spread as librarians too offered their services.

Three librarians were chosen as panel chairmen. They would also speak from the librarians point of view as the panel progressed. Each panel had two speakers other than the chairman, a pattern followed in the succeeding workshops, adding a third speaker if the need warranted it.

The general plan of each workshop may be helpful to other Units who may be inspired to experiment in their Sections.

Saturday is chosen for the day, for obvious reasons, and the first meeting is held in October. We had found that September is too early since it is a month of school and community adjustment. October is early enough that the librarians can use the bibliography for immediate purchase and thus be prepared for the usual onslaught of assignments and term papers. Too, the faculty had been alerted in the workshop to the advantage of sending in the welcome reserve list, or, of notifying the librarian of forthcoming projects and signing up early for visual aids. The link between librarian and teacher is pleasantly forged, and, what is more, is apt to

stay that way. Teachers will surely get service with a smile.

As soon as the date is set, letters are prepared and dispatched. The first notice and invitation is sent to the Superintendent of Schools, Rt. Rev. Msgr. Edward T. Hughes. Monsignor has given the project valuable support and by his encouragement and presence at each of the meetings has shown his approval and appreciation for what the librarians and teachers are doing to improve service in our schools.

The principals too are invited, and to them also we owe a debt of gratitude. Many of them have alerted their faculties and encouraged the teachers to attend, often paying the registration fee for all faculty members who wish to participate. We are aware of the heavy schedules and realize the scarcity of time, but are looking forward to the day when they too can share our programs as they also share our problems.

The third letter is addressed to the librarian whom we exhort to send us the names of possible speakers. We include registration forms to be distributed personally by the librarian once the program has been posted. The librarian is asked to alert heads of the departments involved so that publicity at staff meetings will prepare the individual teachers to make plans to attend.

Meanwhile, the Workshop Chairman has contacted three or four fellow librarians whom he has chosen as Panel Chairmen and with them and the Chairman and Vice Chairman of the Section he chooses the speakers.

Lest you be fearful that this step is difficult, may we say that the usual problem is sorting out and determining which speakers to use. We have been blessed with generous, capable, enthusiastic men and women who have been glad to say "yes" when approached. We make it clear that the meetings are to be kept informal; that what we need is a sharing of experience with our peers and thus far we have been very fortunate in obtaining excellent response to our need.

The Panel Chairman is then responsible for any further business with his group and they meet, or correspond by mail or phone. The Workshop Chairman checks only with Panel Chairmen for progress reports. These reports are few and usually by phone.



The Workshop Chairman secures a Key Speaker to open the meeting. Rev. Francis B. Schulte, Assistant Superintendent of Schools; Charles Bruderle, Dean of University College at Villanova, and Rev. John J. Shellem have given us outstanding introduction to previous meetings. The writer, as Chairman of the High School Section in 1962, opened the first workshop with an explanation of our plan and purpose.

The Chairman must also contact a caterer so that lunch will be provided. Our intention of keeping cost to a minimum has necessitated careful planning but we seem to have satisfied the inner man while striving to build up mind and spirit. A two dollar fee covers the expenses of printing and the meal.

The order of the day is usually two panels in the morning running simultaneously with a buzz session or discussion period following. In most cases the group has chosen discussion. They feel we miss too much when we break up into small groups. These are eager, enthusiastic teachers and librarians who don't want to miss a word. Why else would one sacrifice a precious Saturday?

Lunch is a welcome break, though to be honest we talk shop. The time is extended to allow an opportunity to visit the host library and book exhibits which dot the corridors. We do invite local book stores, visual aid specialists and publishers to display new materials in the field of the day's subject. This gives the librarians an opportunity to "shop" and share impressions.

A panel in the afternoon is followed by a brief tie-up of ideas in a general session. Volunteer secretaries have recorded the main points of the meetings and these have been accumulated by the chairmen during the browsing period after lunch. Our meetings end with Benediction at two-forty-five o'clock so that all may be on the way to various duties by three o'clock.

The response to these meetings has been heartwarming. One hundred and twenty four science teachers joined our twenty nine librarians for the first Science Workshop. The news spread and the Religion Meeting soared to two hundred ten participants.

How much have the workshops done to im-

prove service and provide the necessary rapport between teachers and librarians? We can honestly say we have seen tangible results. The bibliographies have been of invaluable help in book selection. Teachers who have attended are quick to mention new books to the librarian. More and more often have we found teachers checking our holdings and making their own bibliographies. Many of us have had to clear shelves to make more room in the reserve section. But to us the most effective change is a renewed interest in the use of the library. The workshops have stimulated interest in the services available. The work in preparation has brought the librarians themselves closer and we share our daily problems and ideas as we share the responsibility of this stimulating experience. We heartily recommend this activity as a means to good library service. Better service will mean better schools.

Plans are now in motion for the next workshop in the late fall. Watch for the date and join us. See the plan in action and we feel sure you will be inspired "to go and do likewise."

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*Headquarters continued from page 78*

Regina High School, Norwood, Ohio  
 Saint Augustine High School, Chicago, Ill.  
 St. Catherine Academy, New York, N.Y.  
 St. Francis Academy Library, Joliet, Ill.  
 St. Ignatius Parish Library, New York, N.Y.  
 St. Joseph's Academy Library, St. Paul, Minn.  
 Miss Julia Zagliabue, Jersey City, N.J.  
 Miss Margaret M. Tobin, St. Francis College, Loretto, Pa.  
 Ursuline Academy Library Club, New Orleans, La.  
 Mrs. Marjorie L. Wendt, Evanston, Ill. (Second donation—total \$70.00)

*The members of the Headquarters Building Fund Committee wish to express their appreciation to all who cooperated in the fund drive. Future contributions should be mailed directly to headquarters.*

Rt. Rev. Francis X. Canfield  
 Rev. Charles Banet, C.P.P.S.  
 Miss Mary Placet  
 M. Richard Wilt  
 Arthur L. Goerd, S.M., Chairman

# Quest For Excellence

Honorable Joseph H. Ridge  
*Judge of the County Court, 5th Judicial District*  
*Allegheny County, Pennsylvania*

Walter Kerr in the very delightful book of recent vintage called *Decline of Pleasure* describes himself as follows:

"I am, by temperament, a reader. I have read books in automobiles, on elevated trains, in restaurants, in theatre lobbies, and on street cars and while waiting for buses. The sight and smell of books huddled cover to cover on a library shelf has always warmed and contented me. By the time I left high school, I could not leave a public library without the maximum number of books that could be borrowed."

The quotation, to some pale degree, identifies the way I feel about libraries, librarians, books and by necessary implication, all those whose friendship for a library makes the delicate pleasure of reading so easily possible.

To get subjects such as libraries and their friends in their proper perspective, it is sometimes helpful to examine them in the revealing light of history. Accordingly, we might spend a profitable few moments tonight in reviewing, as I recently have, a chapter from what I feel must be a minor classic in its field of the early 20th century. This book, a look backward into time, is called *The Thirteenth, Greatest of Centuries* and it was written by James J. Walsh whose scholarship is plainly apparent from his accomplishments and his long line of degrees and honors.

## THE THIRTEENTH CENTURY

Among the interesting chapters of Walsh's book is one called "Libraries and Bookmen." The material in this section sheds light and lustre upon those who, in an earlier day, were "friends of the library." When you recall that the art of printing was not introduced until

1450, 250 years after the 13th century began, it would seem idle to talk of circulating libraries, bookmen and book collectors in that age. Yet, in actual fact, libraries and friends of the library were important parts of that society. Walsh relates how a diocesan council held in Paris in 1212 declared the lending of books was one of the acts of mercy and called attention to the duty of religious to lend books, with proper guarantee for their return, to those who might make good use of them.

Of course, the number of books was not large but many of them were works of art in every particular. Walsh reports that they were "excellent in execution, expressive of the most refined taste and finished with an attention utterly careless of the time and labor that might be required, since the sole object was to make everything as beautiful as possible." Examples are to be found today in great libraries of the world.

## BOOKS AVAILABLE

The book tells us that "the libraries themselves are of surpassing interest because of their rules and management, for little as it might be expected, this wonderful century anticipated in these matters most of our very modern library regulations." The bookmen sought to make their beautiful books available to as many people as was consonant with proper care of the books and the true purpose of libraries.

For example, it is cited that the Constitution of the Abbey St-Victor of Paris gives an excellent example of 13th Century library management. One of its most important rules was that the librarian should know the contents of every volume in the library in order to be able to assist the readers, save their time and spare the books unnecessary handling. As the author

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Address delivered to the Friends of the Library,  
Homestead, Pennsylvania, November 21st, 1963.



says, we are apt to think that it is only in modern times that the library science was developed but here we find it in full force seven centuries ago.

Circulating libraries were said to be quite common in France even with the very practical rule in operation that required the borrower to deposit the value of the book borrowed. Large abbeys and universities very often had circulating libraries.

The book lists some of the regulations which were in force at the Sorbonne which illustrate the care given the books. A fine was inflicted upon anyone who neglected to close large volumes after reading them; a severe fine was imposed on any library assistant who allowed a stranger to go alone into a library; another fine for not closing the doors.

#### GROWTH OF LIBRARIES

Louis IX, the great French monarch, made possible, through his wealth, his great interest in books, and his excellent judgment, the establishment of several excellent libraries. This patronage made possible the accumulation of knowledge that was to enrich many succeeding generations. Surely, this reminds you that you by your benevolence today follow in the footsteps of kings like Louis IX and business tycoons like Andrew Carnegie.

With all the regulations demanding the greatest care, even the books written on vellum and parchment became worn, and Dr. Walsh tells us that each abbey had its own scriptorium or writing room where young monks were required to devote certain hours daily to the copying of manuscripts. There were copies made of borrowed manuscripts and exchanges which increased the available copies. How much the duty of transcription was valued was shown by the fact that in some abbeys every novice was expected to bring on the day he took his vows, a volume of considerable size which he had copied.

Libraries were also developed by purchase, with the abbeys, by regulation, earmarking a certain percentage of revenues for the purpose. Bequests of books and money by scholars also served to enlarge and enrich the collections. Walsh indicates that the libraries created a lively market for books at a price level where the ordinary folio volume cost \$80 to \$100 by

early 20th century price levels, and that figure would, of course, be higher today.

We find that book collecting is no recent fad. Richard de Bury, an English writer who was once Lord Treasurer of England and Lord Keeper of the Privy Seal, and later Lord Chancellor of the Kingdom and Bishop of Durham, but who was above all a scholar and book lover par excellence, wrote *Philobiblon* a book well known to all those who are interested in books for their own sake. Walsh praises this book on bibliophily, the first of its kind, as a treasury for book lovers ever afterwards. He suggests that a reading of this book might leave the reader thinking that for all our vaunted publishing effort, it is the modern generation who does not properly appreciate books.

De Bury, one of the most prominent men in Europe at the time, an able statesman, a gifted politician, a faithful churchman, was an avid lover of books whose consuming interest caused him to soar to lofty heights in tributes of affection for the written word. A short time ago I came across this rather stunning prayer-like testimonial to books which he composed: I quote—

“O celestial gift of divine liberality, descending from the Father of light to raise up the rational soul even to heaven. . . . Undoubtedly, indeed, thou has placed thy desirable tabernacle in books, where the Most High, the Light of Light, the Book of Life, hath established thee. Here then all who ask receive, all who seek find thee, to those who knock thou openest quickly. In books cherubim expand their wings, that the soul of the student may ascend and look around from pole to pole, from the rising and the setting sun, from the north and from the sea. In them the most high, the incomprehensible God Himself, is contained and worshipped.”

Time does not allow for the depth of reflection that these words warrant, but dwell momentarily, if you will, on the implications of De Bury's statement that in books “the incomprehensible God Himself is contained and worshipped.” This truth that God is in everything created by God should underscore the basically spiritual value of your contribution to society by being a friend to the library. Perhaps it helps you understand why any assistance that one rendered in promoting the circulation of good

books could be called by the 13th Century monks a work of mercy.

This little excursion into history will serve, I trust, to show you that your participation in the program of assisting libraries is the thrilling extension of a very old practice which makes you today's partners of yesterday's "kings, nobles, scholars and gentlemen." Your actions truly demonstrate your conscious appreciation of the spiritual and intellectual heritage which obligates each of us to contribute our just measure to the continuing and inexhaustible treasury of life.

## The Knapp School Libraries Project

*A report from the Elementary Librarian's Committee of the Northern Ohio Unit, CLA.*

This spring the Knapp Foundation's Model School Library at the Central Park Road School, Plainview, New York was visited by Sister M. Teresita, C.S.A., chairman of the Elementary Division, Northern Ohio Unit; Sister M. Ronald, O.P., Diocesan Elementary Supervisor, and Sister Marie Pierre, C.S.A., principal of Holy Family School, Stow, Ohio and member of the Executive Board of the Principal's Association in the Cleveland Diocese.

Sister Teresita chose wisely in selecting her companions for this trip, made possible by a grant of \$220 from the Knapp Foundation, Inc. The Northern Ohio Unit will benefit from evaluations from the point-of-view of the supervisor, the principal, and the librarian. Elementary school librarians in the area will have authoritative advice on the possibility of implementing the ideas gained from the model school library. The following description of the library is from the librarian's point of view.

The Central Park Road School is not large. It houses five hundred children ranging in

grades from Kindergarten to sixth. One of the aims of this school is to develop a love of reading in its pupils. To handle their needs there are two library rooms, one for the smaller children; Kindergarten, and grades one and two. The furniture in this room is proportioned to these children. Bright picture books and displays are designed to attract their wandering attention. A librarian and an assistant introduce the children to books. For half an hour each week the librarian meets each of the grades formally. In this period the children return books, take out others, and are either told a story or are given a brief lesson geared to their attention span. If the day is beautiful, the story period is often transferred to the lawn outside the library.

Each of these classes returns sometime during the week for an informal period conducted by the teacher. In that time she may read to the class, make use of the record collection, or permit free reading, as she sees fit.

Across the foyer is a larger library, built around the needs of the third, fourth, and fifth grades. Here, too, a librarian and an assistant are on duty to encourage reading. The schedule for the older children is flexible, allowing any teacher to schedule library periods at the time when the class needs library material, or at that stage in their development when she thinks they are ready to become acquainted with a library tool. By this method the pupils learn the tools as the need arises. Since they are so young, the children do have trouble in reading and understanding the material they find in the reference books although they find the information easily. The teacher is always with the class so she can aid the librarian in interpreting the information the pupils find. Sometimes these difficulties are solved by group discussions, at other times by individual help.

Slow readers are also the special concern of the librarian. She makes every effort to suggest to the children, titles of interest that are within his reading ability.

A library period may be spent in using the audio-visual materials of the library. These include filmstrips, tapes, and records; all of which are used if they pertain to the subject under discussion.

At times, the librarian and teachers make use of the closed-circuit television system to



reach several classes in their own classrooms. The subject may be a library lesson, a book talk, or even book discussions with a group selected from the classes.

Then, for the child who has made friends with books, there is that delightful hour of recreation which comes every day after lunch and may be spent in the library. A special shelf is reserved for noon-time readers with book marks to keep their place. For the child of the age that needs security, there is the comforting assurance that he does not have to compete to get the book that he wants to read.

In addition, for the noon-time browser, there are magazines and picture books. The earnest student may work on a report. Others have fun with the marionettes, or enact plays on the puppet stage. Some play chess or book games, while others use the audio-visual equipment for viewing slides and filmstrips.

Each of the three upper grades have an afternoon period assigned to them when any child wishing to return or select a book may be excused from his classroom to go to the library. A child who realizes he has made a mistake in his selection may return the unwanted book the next day and try again to find one to his taste. The fast reader, who literally gobbles up his books, is always assured of another one to satisfy his appetite.

The librarians participate in the club program, which is held the last period each Wednesday. One sponsors the "Book Lovers" club, and the other a club entitled "Famous People." These clubs appeal to the child who is fond of reading. Members of these clubs often form a nucleus for book discussion groups.

Unlike most librarians, the librarians in the Knapp Model School do not order, catalog, or process the books. They do, however, spend much time in familiarizing themselves with the books in the collection, so they can offer advice to both teacher and child. With the library and librarians involved in every activity, the library ceases to be that "fringe benefit" as it is often considered by the teacher bent on following a curriculum so stringent that there is literally no time left for learning to read and to love books. In this model school, each topic discussed is enriched through books, and teachers are aware

that subject matter can be covered more thoroughly, and often more quickly, as children develop a background of reading plus a facility in using library tools.

The central library in the elementary school is becoming known as an "instructional center" since it provides, in an ever increasing number, books and audio-visual aids for classroom use.

Many teachers and principals believe wholeheartedly in the value of a central elementary library, but are thwarted in their desires to establish one because of the lack of trained librarians. The next best effort is to establish a library with untrained librarians who are willing to learn.

The Northern Ohio Unit Elementary team, having seen the ideal situation, plan to do all in their power to begin to approach the level that they feel is necessary for the growth of the children under their care. Knowing that a beginning must be made, they have laid out a program. Their plan is to:

1. Put before the school superintendent the need for a trained library supervisor.
2. Convince the elementary school supervisors of the value of the library program.
3. Urge principals to discuss with their pastors the necessity for school libraries and to request their consent and support.
4. Librarians in the Elementary Section arrange workshops and conferences to explain the ideal set-up to the authorities and volunteer librarians, and to offer suggestions on the means of attaining it.

With this project in mind, the Cleveland Diocese sent out a questionnaire to the parochial schools. Thirty-two percent were found to have central libraries. The Elementary Section of the Northern Ohio Unit has dedicated itself to seeing that these operate more effectively and that new libraries based on the idea of a "Materials Center" are established as soon as possible.

## CATHOLIC BOOK WEEK

FEBRUARY 21-27, 1965

THEME: *Books—Eyes on the World*

# Science Fiction

*The Psychological Aspects of Science Fiction  
Can Contribute Much to Bibliotherapy*

Reverend Louis A. Rongione, O.S.A.  
*Villanova University, Villanova, Pennsylvania*

Truth, it is often said, is stranger than fiction. This axiom is nowhere better illustrated today than in the area of science fact and science fiction. Fantastic though many science fiction stories may seem, it is difficult for them to surpass such wonderful and awe-inspiring scientific facts as those relating to the sun. If, for instance, we had to pay for the supply of sunshine as a public utility at the rate of 1½ cents per kilowatt hour, it would cost New Yorkers about \$200,000,000 for twelve hours of sunshine. Another phenomenal fact about the wonders of the sun is that its total output of energy is two billion times that received by the earth or a total of 340,000,000,000,000,000,000 kilowatts.

It is no science fiction writer, but scientist Jacques Yves Cousteau, famous undersea explorer and coinventor of the aqualung, who predicts the evolution of "Homo Aquaticus," a new kind of human being, to be born and live in submerged cities. Cousteau and other serious scientists dare to dream of vast cities under the sea.

Today's dreams may very well become tomorrow's realities. Certainly, many dreams of yesteryear have become the prosaic facts of daily living today. This is especially true in the fields of science fact and science fiction. Yesterday's science fiction has surely become today's science fact. Robots, for instance, are no longer simply fanciful figments of a science fiction writer's imagination. Today, off the coast of California, scientists are using robots to explore the bottom of the ocean for oil deposits. Robots, it is expected, will drill and maintain deep-underwater wells and prospect for diamonds

and precious metals which accrete on the ocean floor.

If past predictions of science fiction can be used as a norm, then the future will be even more astounding than present science fiction prophesies. It would seem that there has been a free and frequent borrowing, in both directions, between scientists and science fiction writers. Some words on the nature and development of science fiction might be both interesting and instructive.

## NOT NEW

As a distinct genre of literature, science fiction is, perhaps, a 20th century product or phenomenon. Yet, it is not without genealogy in the past. Besides the current professionals in the field, we find science fiction writings among persons, past and present, otherwise famous, such as, St. Thomas More, Sir Francis Bacon, Jonathan Swift, Francois Voltaire, John Jacob Astor, Oliver Wendell Holmes, Jack London, and C. S. Lewis.

Science fiction is imaginative literature which deals with human response to the advances in science and technology. Its typical themes are adventures in make-believe lands, utopias, utopias in reverse, voyages in space, time or other dimensions, and the effects of new discoveries and inventions.

Science fiction is based on conditions contrary to present fact. Actual and imaginary science are used in the development of science fiction themes. The border between pure fantasy and science fiction is, obviously, often indistinct. Though the treatment need not be strictly accurate, a story may be considered science fiction only when its principal elements are made to seem plausible in terms of contemporary knowledge.

## SCIENCE AND FICTION

In good science fiction, equal importance must be placed on the two definitive words—science and fiction. Science fiction may not run contrary to scientific knowledge nor violate the laws of logic. The word science implies that the story must be logical extrapolation of known fact. To extrapolate means to project some sequent from observations in an unexplored field.



This is done by inference and on the assumption that we can count upon continuity and correspondence. Meteorologists, for example, extrapolate local weather conditions from reports of distant stations. The word fiction implies that the presentation in science fiction must be made within the framework of literate and entertaining fiction.

#### HISTORICAL BACKGROUND

As an institution, science fiction is an American phenomenon of the present and recent past. Yet, its ancestry is centuries old. We can trace its lineage to the ancient Greeks in the legend of Daedalus and Icarus. Daedalus, an inventive Athenian architect, built the labyrinth of Crete for King Minos. When he was imprisoned in the labyrinth, Daedalus fashioned wings of wax for himself and his son, Icarus. In their flight to freedom Icarus ventured too close to the sun. The heat of the sun melted his waxen wings and he fell into the sea and drowned. Daedalus flew safely across the Aegean Sea and established himself in Sicily.

Perhaps, even closer to current science fiction are two works by the brilliant second century Greek wit and satirist, Lucian of Samosata. The works are: *Veracious History*, a mock narrative of travel which is an archetype of such books as Swift's *Gulliver's Travels*; and *Dialogue of the Dead*, which is really a clever satire on the living.

Jumping fourteen centuries, we come to 17th century England where we find that Bishop Francis Godwin published, in 1638, his *Man in the Moone*. Several years later, Cyrano de Bergerac wrote his *Voyage to the Moon* and *History of the Republic of the Sun*. We might mention in passing that, perhaps the only resemblance between the historical Cyrano and the hero of Rostand's play is the manner of his death. Cyrano died as a result of a blow on the head by a falling beam.

The race for the first landing on a heavenly body is not new. In 1638, an English scientist took umbrage at Kepler's prediction that, once the art of flying would be invented, the Germans would be the first to establish a colony on the moon.

#### H. G. WELLS

Joining the 19th and 20th centuries, in the field of science fiction, we have Jules Verne and H. G. Wells. Jules Verne, in 1865, was, perhaps, the first fiction writer to handle the theme of space travel with realism and scientific care in his *From the Earth to the Moon*. In some of his stories, Verne anticipated many later inventions, such as the helicopter and the submarine. He was the first to bring science fiction to a mass audience, but was eclipsed by H. G. Wells as a literary figure.

H. G. Wells seemed to dislike having his science fiction or his pseudo-scientific novels compared to the stories of Jules Verne. He claimed that his books were meant to present his political beliefs. His political creed amounted to a mild utopian socialism in which he advocated the aristocracy of the mind. Wells wanted the "World State" to be superseded by the "World Brain." After World War II, H. G. Wells became a thorough pessimist. He found it bitter to believe that man's "stupidity" had succeeded in frustrating all of the aspirations and predictions of Wells.

Despite his disclaimers, the science fiction stories of Wells are comparable to those of Verne. Generally judged better than those of Verne, the stories of Wells are highly readable, exciting, and strangely prophetic guesses. The power of his science fiction to stir the imagination was strikingly demonstrated when Orson Wells adapted *The War of Two Worlds* for radio in 1938 and caused a national panic.

Modern science fiction is generally dated from the founding of *Amazing Stories Magazine*, in 1926, by Hugo Gernsback. This is the first magazine devoted entirely to science fiction. By the early fifties, we had about two dozen such magazines. Gordon MacRae says that, with all the science fiction stories flooding the market, editors will soon have to change their formula to "Man gets girl; man loses girl; man builds girl."

#### ROBERT A. HEINLEIN

A current author who enjoys justly the reputation of being about the best science fiction writer for young people is Robert A. Heinlein. Of the total 31 titles listed in the science fiction section of the eighth edition of the *Standard*

*Catalog for High School Libraries*, seven are books by Heinlein. He possesses an expert sense of construction and his style is lucid, vigorous, and literate. Heinlein originated Tom Corbett, space cadet, and sold several of his stories to the *Saturday Evening Post*. He helped Hollywood in the production of his *Destination Moon*, one of the best science fiction films.

A statement—one among many—found in Heinlein's *Have Space Suit—Will Travel* is typical of his sound ethical principles: "It is better to be a dead hero than a living louse." Another favorable feature of Heinlein's books is the educational interest of his "obiter dicta." He says, for example, that St. Paul, O'Henry, and Hitler have one thing in common—all three wrote in prison as occupational therapy.

#### THERAPY

If writing can be recommended as suitable occupational therapy, certainly reading can serve the same purpose. This brings us to the psychological aspects of science fiction. For some people, at least, it can serve as bibliotherapy. With its interest in outer space, it compensates for our disappointment in a shrinking world. Science fiction, delving as it does, with expertness into matters concerning space travel and other scientific and technological "miracles," restores or revives our confidence in American Know-how.

Science fiction anticipates what science will realize and so it has much appeal as prophetic fiction. Man's mind always enjoys and recreates itself by probing into the future. Science fiction also offers some solace from the frustrations of modern man's greatest embarrassment, namely, his probing into age-old problems has created so many more seemingly unsolvable problems. Science fiction is most satisfying since it solves all problems. Historic happenings and current events have catapulted science fiction into the public consciousness. Its gleaming modernity gives it much appeal, especially among the young.

Science fiction, it is hoped, can serve as a means of bibliotherapy. Bibliotherapy is the use of carefully selected books for therapeutic purposes. It is a type of psychological dietetics and can be used to effect a cure of personality disorders. Bibliotherapy can be made to minis-

ter to the psychological needs of the individual. These needs are recreational, educational, and moral. For some, science fiction offers a refuge from personal problems as well as from the indictments drawn up against the status quo of modern society. Psychiatrists report that science fiction is quite popular with some patients, especially those who find wish-fulfillment fantasies in science fiction stories.

Much science fiction concerns itself with space exploration which is both fantastic and magnificent. Space exploration and all the wonderful endeavors of the science fiction heroes give lavish scope to man's mind, limitless areas to his courage, boundaryless vistas to his aspirations.

There is a bold confidence in interplanetary travel much in evidence among writers of both scientific fact and of science fiction. All good books possess the magic to dispell terror from the troubled heart, to open new horizons to the mind's eye, to give solace to the afflicted, to assuage the sorrow of the grief-stricken, to admonish us when we are foolish, to teach us how to live and how to meet death. This is the bibliotherapeutic apostolate of reading. That science fiction does its share of bibliotherapy becomes apparent when we read the science fiction stories of such men (specialists in other fields) as Dr. Edward E. Brown, prominent in physical science; Isaac Asimov, expert in chemistry; and the late C. S. Lewis, renowned theologian.

We venture to suggest that the wise selection and judicious reading of science fiction by adolescents and adults can teach them many virtues and lessons, such as, patience, humility, courage, the rewarding satisfaction of participating in tedious projects, and the inestimable value of perseverance.

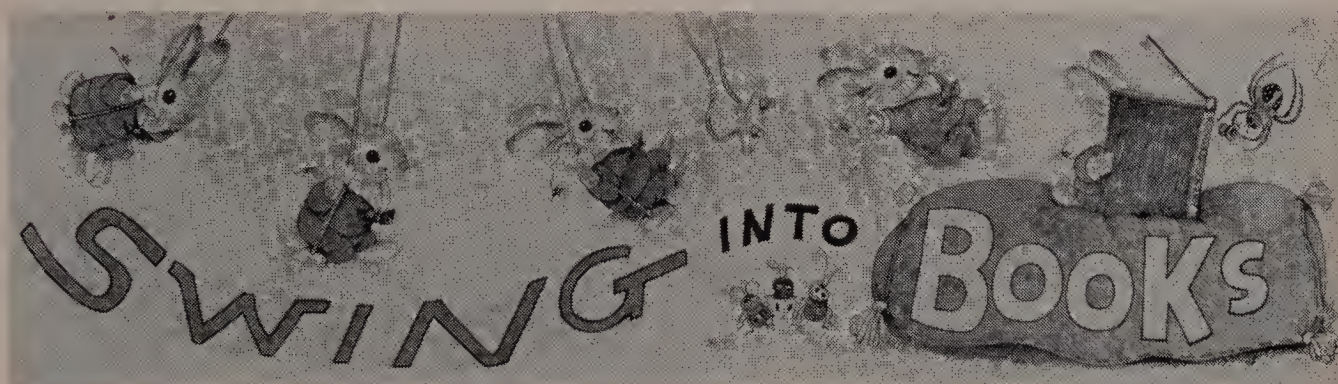
We must teach our youth also that there are other and deeper explorations, deeper than the depths of the seas, loftier than the outermost spaces, explorations to which they are called and to which they must devote their energies, with or without the encouragement of society, regardless of the hope of scientific success, heedless of any worldly reward. Science has literally given us wings. Science fiction promises to lead us out of the labyrinth. It is only philosophy and theology, however, that can



keep us from plunging the whole world into the Icarian sea of total destruction.

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## SWING INTO BOOKS

With its usual catchy slogan, Children's Book Week gets into swing from November 1-7, 1964. This year's poster depicts a giant magenta flamingo watching a child no larger than that tot next door, as she reads a book as big as she is while sitting on a swing suspended from the big bird's knees. Two butterflies hover over the scene.

Since Jessie Wilcox Smith's first Children's Book Week poster, bulletin boards throughout the country have been brightened each year by a different design. This year adds color, and, with the set of three streamers, helps set the stage for Children's Book Week 1964.

David McCord's poem written for Book Week and appearing on the bookmark begins:

"Books fall open,  
You fall in,  
delighted where  
You've never been;"

Children's Book Week was founded in 1919 and had been variously sponsored until in 1945 the Children's Book Council was formed. The address is 175 Fifth Avenue, New York 10, New York. The Council serves both as Book Week headquarters and as a year-round promotion and information center for children's books.

The 1946 Book Week kit prepared by the Council and sold for \$1.50 provides many helps besides the posters.

# Children's Literature: a Bibliography

VITO J. BRENNI

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The list below was compiled to aid parents, teachers, librarians, and other educators to study the subject of children's reading and to become familiar with some of the books that have given children so much pleasure in the past. Librarians who are beginning new libraries will find the bibliographies useful in choosing titles and in developing their collections. The compiler has not listed all the publications on the subjects but only the more notable works published since 1949.

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BRONZE GROUP, CHILDREN'S ROOM,  
DETROIT PUBLIC LIBRARY

## OUR COLUMNISTS

Miss Loretta Winkler for years has put much thought and effort into the "Books for the Young Adults" column of the CATHOLIC LIBRARY WORLD. Many of the books she has reviewed personally. Because of the press of other duties, Miss Winkler has asked to be relieved of her duties. We have reluctantly accepted her resignation. The Association as a whole, as well as the editor of CLW owe a debt of gratitude to Miss Winkler, and we say, "Thank you."

Sister M. Lucille, C.D.P., Assistant Professor in the Department of Librarianship, Our Lady of the Lake College, San Antonio, Texas, has accepted the post of editor of the column. She will keep the column to the high standards set by Miss Winkler.

For the past year, the "Parish Libraries" column has been fortunate to have guest editors. This year, Mrs. James Bradley of the Catholic Lending Library, Ware, Massachusetts will be editor of the column. She expects to invite many guests, and welcomes ideas from librarians, whether or not they are engaged in Parish library work. A stimulating and instructional parish column is anticipated.

The familiar by-lines will be recognized as Peter Laux and Carol Evans share the duties of editor of "Professionally Speaking." It might be noted that though we manage to get the name of the editor of each column correct, we sometimes mix up their library affiliation. To the best of our knowledge, Peter intends to continue at Canisius, while Carol remains at Georgetown.

The fact that Sister Mary Margaret taught at Villanova's Library School all summer did not prevent her from gathering together her "Tidbits" to keep you abreast of the activities of the units in her "CLA New and Views."

No matter how busy, Sister Etheldreda's committee manage to read and annotate a great many books in the "Children's Books" column. This is a "must" for elementary librarians.

Sister M. Berenice, R.S.M. will continue to supply articles that stimulate and encourage hospital librarians in their activities. "Books and Bandages," while aimed at the Hospital Section, contains many articles of interest to all librarians.

For 18 years, Richard Hurley has written for school librarians in his column, "Talking Shop." His random comments on books and people have been read and enjoyed by many. The column will continue this year.

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While doing research in the Vatican Library in Rome, author George Ondish asked to see a volume published in 1580. He wrote the title on a request slip and waited. The book did not come back but the slip did, marked, "missing since 1635."



# Book Fairs

SISTER M. EONE, O.S.F.  
*College of Saint Teresa Library,  
Winona, Minnesota*

"Book Fairs are unquestionably one of the most appropriate and rewarding forms of observing Catholic Book Week . . ." so writes June Roethlisberger.<sup>1</sup> That her enthusiasm is now widely shared is evident in checking the periodical indexes. Most of the numerous entries under Book Fairs treat of the elementary school fair and attest to its popularity over the other main types: the high school, the college, the parish, and the community fair. This article concerns only the children's book fair.

As early as 1936 an article appeared in *Scholastic Magazine*, entitled "Have a Book Fair in November!" This indicates the long period during which Scholastic has been interested in school fairs. Its manual on book bazaars was the first of its kind and continues to be widely used. Almost every issue of *Scholastic Teacher* promotes fairs by reports, contests, articles or listing of aids. Much credit for the spread of the Book Fair idea in this country must go to William D. Boutwell and his associates.

## CHILDREN'S BOOK COUNCIL

More recently the Children's Book Council, reflecting the keen interest of Joanna Foster Dougherty, has made very significant contributions in this field. The Council has a long-time policy of co-sponsoring large city fairs of which the Chicago Miracle of Books is one of the best known. Two of its first printed aids for smaller fairs were a list of dealers supplying exhibits of books and a leaflet entitled "Aids to Choosing Books for Your Children" by Alice Dalgliesh and Annis Duff. CBS now includes in its materials a book fair kit featuring Mrs. Dougherty's "A Recipe for a Book Fair." This

fifty-page brochure, gaily and tastefully designed and illustrated presents details of planning and producing fairs and includes ingenious time-saving forms. Guides to recommended books and other sources of information are listed. Available at \$1.25 from the Council, this is a first and very important tool for the fair sponsor.

The Council's most recent book fair promotion activity was a one-day conference with the theme, "A Book Is To Own." This pioneer event was held at Pratt Institute in Brooklyn last April, sponsored by the Graduate Library School and the School of Continuing Professional Studies in cooperation with the CBC.<sup>2</sup>

## BOOK SELECTION

The program opened with a book selection talk by a school librarian and included a discussion of the advantages and problems of fairs by Glenn O. Bough, children's author. The third speaker was an experienced book fair consultant. A panel on "How We Did It" composed of PTA members, librarians, and a principal was so well received that the question period was too short. A highly appreciated feature of the day was a model fair staged in a transformed cafeteria. Seven hundred choice volumes for kindergarten through ninth grade were arranged by subject in varied display techniques. Not only were the institute participants given practical suggestions for staging fairs but also a blueprint for arranging other fair promotion conferences.

Among the materials recommended and distributed were copies of the booklet, "Seven ALA Criteria for Book Fairs" published in 1963 by the ALA Children's Services Division. A single copy of this four-page folder is free; 20 copies are \$1.00. The Division, aware of the great potentialities as well as possible weaknesses of fairs, has done a great service in supplying this information. The page of criteria highlights the necessity of discriminating book selection, stresses organization and cooperation with local groups. The remainder of the leaflet outlines procedures for fairs and concludes with a list of aids with addresses and prices. Included here are materials from Scholastic Book Services, Children's Book Council, American Library Association, National Library Week,

<sup>1</sup> CATHOLIC LIBRARY WORLD 37:157 N°63.

Jewish Book Council, and CLA. No fair planner should be without this invaluable tool.

#### SOURCE OF BOOKS

The greatest problem in successful fairs has been book selection but the second is sources of books. With few exceptions, publishers feel that they cannot afford to engage in book fair business and most wholesale jobbers are of the same opinion. The local bookstore is generally agreed to be the most satisfactory source if the management offers this service. Among other advantages, selection committees can examine the books and transportation is easier. However, bookstore-book fair cooperation is not well organized in many communities. Some years ago a panel on the mechanics of running book fairs was held at a convention of the American Booksellers Association.<sup>3</sup> Included in the report is a description by Igor Kropotkin of the book fair program of the Scribner Book Store of New York City. Forty-two fairs were held that year and 20 schools were turned down because "our facilities had reached the breaking point." In dollars and cents these fairs produced nearly \$70,000 worth of business. On the same panel Mrs. Ruth Gagliardo spoke on the role of the PTA in the promotion of fairs and listed book fair criteria developed by the National Congress of Parents and Teachers.

A recent and significant contribution to this topic, "Promoting, Planning and Producing Book Fairs," is by Quail Hawkins of the Sather Gate Book Shop in Berkeley, California.<sup>4</sup> Warning that "book fairs are a lot of work, not only for the sponsoring group but also for the bookseller himself," Miss Hawkins described her procedure: "We make up six preselected fairs, totalling approximately 300 books each. . . . The selection is a time consuming but exceedingly important part of a successful book fair. . . ." Books are not sold from these preselected fairs but orders are taken and the display returned intact to the store. At year's end the worn books are sold at a marked-down price. Miss Hawkins states: "Sather Gate Book Shop also handles between 3 and 6 special fairs each year. Two private schools that choose their own books sell from \$5000 to \$6000 retail. . . . Sponsors of special fairs are allowed to sell directly out of the exhibit."

Miss Hawkins highly recommends "A Recipe for a Book Fair" as a practical guide for both the store and the fair sponsor. Reprints of her well developed article are being distributed to members of the American Booksellers Association. One hopes that many store managers will be stimulated to follow the Sather Gate pattern or devise similar plans.

When such a procedure works well, the store usually has more requests for fairs than can be filled. There is, therefore, ample room for other individual and organizational activity. For example, William J. Worrell of Akron, Ohio, became interested in school fairs as a parent who was critical of the books provided and of the pressure to buy. As a result we have his program, "Good Reading for Youth," which supplies an exhibit of 350 well chosen titles. Sales are optional. The U.S. Junior Chamber of Commerce endorses and promotes Mr. Worrell's Pilgrim Book Society fairs. As with the Sather Gate Book Shop, requests for exhibits exceed the number that can be supplied. At least one CLA member has assembled such a collection and circulates it to elementary schools in the area. This is Sister M. Clarencia, CCVI, of Incarnate Word High School, San Antonio, Texas. Some college libraries have found a new apostolate in the promotion of elementary school fairs.<sup>5</sup> Foundations interested in good reading might consider such a program.

A college librarian long interested in children's fairs and also enthusiastic about our late President's effective emphasis on good reading made this comment: "Of book fairs it may be safely said that John F. Kennedy would have liked them." Had his children been older, he might well have been actively involved as a parent. Now that so many aids are available, we may well predict that more and more parents, teachers, librarians, booksellers and others interested in the education of youth will be promoters of book fairs. Now is the time to plan one for next Book Week.

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<sup>2</sup> DOUGHERTY, JOANNA 6\*:958. "Conference on Book Fairs Stresses the Practical." *Publishers Weekly* 185:20-23 May 11, 1964.

<sup>3</sup> *Publishers Weekly* 176:24-8 July 13, 1959.

<sup>4</sup> *Publishers Weekly* 186:171-5 July 13, 1964.

<sup>5</sup> PROCHOWITZ, RUTH. *College Book Fairs*. Catholic University of America, 1963. (Master's dissertation.)



## Just Browsing

PLANS for college libraries, school and public libraries are included in *Problems in Planning Library Facilities*. The Proceedings of the Library Buildings Institute conducted at Chicago, July 12-13, 1963 are of prime importance to those who are thinking of new quarters. The book costs \$4.25 and may be purchased from the ALA at 50 East Huron Street, Chicago, Illinois.

THE BRITISH BOOK CENTRE in June published a 352 page bibliography entitled *Britain's Best Books for Children, with a selection of Good Books from Other Countries*. It is annotated as well as classified. Prices are given in dollars, and there is a note that the Centre will supply the American edition of a book ordered, if there is one. Children's librarians may find a copy of this catalog useful. The first annual supplement is in preparation. Write to the British Book Centre, 122 East 55th Street, New York 22, New York.

THE HARPER TORCHBOOK paperbacks are publishing a new series aimed at the Catholic College student. Three titles are appearing this fall.

DEUS-CENTURY BOOKS is the name the Paulist Press is giving to the paperback reprints of the Hawthorn "Twentieth Century Encyclopedia of Catholicism." Ten titles were released September 1st.

THE R. R. BOWKER COMPANY has published *The Directory of British Scientists, 1964-1965* for \$20.58. The second edition of this valuable directory contains 50% more entries than the original. The size of the volume, over two thousand pages, is impressive. The classified listing in the back adds to its usefulness.

Another Annual by Bowker is the indispensable *LMP64-65*, Price \$7.45.

PAPERBACKS cover every field. The Dutton "Vista Picturebacks" contain about 150 illustrations in black and white. They are clear and well done. The first four in the series cover a wide subject field. *Art in Silver and Gold* by Gerald Taylor illustrates many fine examples of the art. *Costume in Pictures* by Phillis Cunningham supplements expensive books on the subject. *Modern Houses of the World* contains both plans and illustrations, and guns of all types are depicted in Howard L. Blackmore's *Firearms*. The price is \$1.75 each.

SOCIAL CHANGE is the theme of the summary report of the 1964 Joint Conference of children and youth.

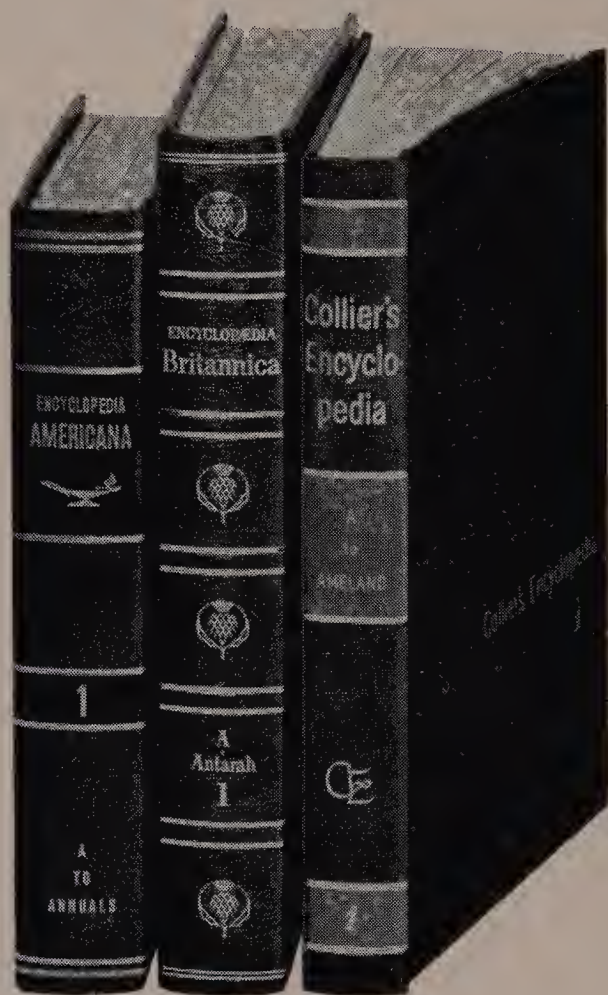
*The Strategy of Change* is published by the Conference at their headquarters, 1145 19th Street, N.W., Washington, D.C., 20036. Those interested in this problem—and who isn't?—will want to see this summary.

PMLA in its September 1964 issue carries an article "Planning for Scholarly Photocopying." College librarians will be interested in this report prepared for the American Council of Learned Societies. A national program that is worthy of consideration is proposed. The pages of the CATHOLIC LIBRARY WORLD could serve as a forum for the discussion of Catholic scholarly needs.

THE UNITED NATIONS publishes much material that is not utilized to its fullest potential. *Teaching About the United Nations in the United States*, the four year report from January 1, 1960 through December 31, 1963 serves to remind librarians what has been accomplished and the use individuals may make of the services of the United Nations. Purchase from the Superintendent of Documents, price \$.50. The catalog number is FSS.214: 14038-63.

THE WILSON LIBRARY BULLETIN, v. 37:775, May, 1963 published an article called "The Small Library, S.O.S." by L. G. Currier and E. G. Vaughn. Among other things, it said: "A library, however small or large is four things: 1. Where it is; 2. who is in it; 3. what is in it; 4. what it does with the who and what it has in it. No library can be better than these things."

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THE EDUCATIONAL FACILITIES LABORATORY has sponsored a report by Dr. Ralph Ellsworth and others on *The School Library; Facilities for Independent Study in the Secondary School*, 1963. Since the emphasis in the school is shifting from teaching to learning, the library has become increasingly important. The authors point out the need for individual study space for the libraries with audio-visual facilities. They attempt to solve the problems created by giving plans for individual study carrels. Plans for placement of the library in the school and for utilization of space provided are also discussed.

TO LOCATE that recent book, turn to the *American Book Publishing Record, Annual Index* 1963, R. R. Bowker, \$10.00. This camera copy of the IBM cards provides a quick and handy way of finding that elusive title.

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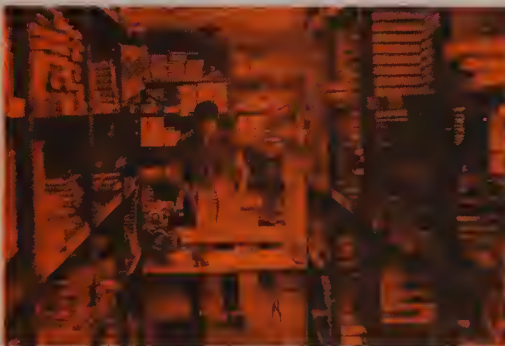
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## BOOK REVIEWS

*The Twentieth Century Atlas of the Christian World. The Expansion of Christianity Through the Centuries.* Reverend Anton Freitag, S.V.D. New York, Hawthorn Books, Inc. 1963. 299pp. \$20.00.

This handsome volume, which measures 9½ x 13½", purports to be "the first pictorial atlas to survey in one volume the two thousand years' growth of the Christian Church." The book, which was originally published in Brussels in 1959 under the title *Atlas du Monde Chretien*, contains "thirty full-color maps and more than six hundred annotated plates, as well as a narrative text and detailed index. . . ."

So far as this reviewer has been able to ascertain, there is no one book which covers the material contained in this volume. There are many Biblical atlases, Biblical encyclopedias, an atlas dealing with early Christian times, and a dictionary of the Christian Church; but none the rise of Islamism. "From a Western to a beyond biblical times. The first of these goes only to the end of the sixth century; and the second, being a dictionary, lacks the depth of a narrative account.

The narrative in *The Twentieth Century Atlas of the Christian World* begins with "The Young Church in an Old World", which treats of the development of the Christian religion from the Jewish, through Apostolic times, and including the Roman persecutions; continues through "The Christianization of Europe", which not only tells of the work of missionaries in spreading Christianity in many countries, but also of the threats to Christianity due to the rise of Islamism. "From a Western to a World Church" depicts in brief, but cogent paragraphs, the coming of Christianity to the New World, its spread to the East through missionary endeavors, and gives a brief history of Christianity in each of the several Asiatic countries, as well as in Africa and Oceania.

Then follows an account of "The Birth and Growth of Protestant Missions" throughout

the world; "The Church of All Peoples", and a final noteworthy chapter on "The Contemporary World to Vatican II". The whole is a development of the history of the several countries included, as well as a record of the spread of Christianity in each country.

Besides the identifications under each of the six hundred illustrations, there are twenty-seven pages of annotations on the illustrations, which in themselves form an important part of the book, and are a helpful adjunct to the text proper. The illustrations, it may be added, were judiciously selected, for they include not only the standard scenes, statuary, mosaics, of a given area; but also many pictures and photographs of important people of the contemporary world.

The maps, which in many instances are in eight colors, are legible, have plainly marked legends, and cover all of the important areas treated. However, although there were supposed to have been end papers, the front one giving the "Spread of Christianity Throughout the Ages," and the back one "World Distribution of the Principal Religions," the book which was used for review purposes, which was purchased at a pre-publication price, does not have these end papers. Whether the fact mentioned has anything to do with this, or not, this reviewer is unaware. These end papers would undoubtedly give completeness to the book. A detailed index of some fourteen pages adds to the usefulness of this truly beautiful volume, which besides being physically attractive, has a strongly reinforced binding.

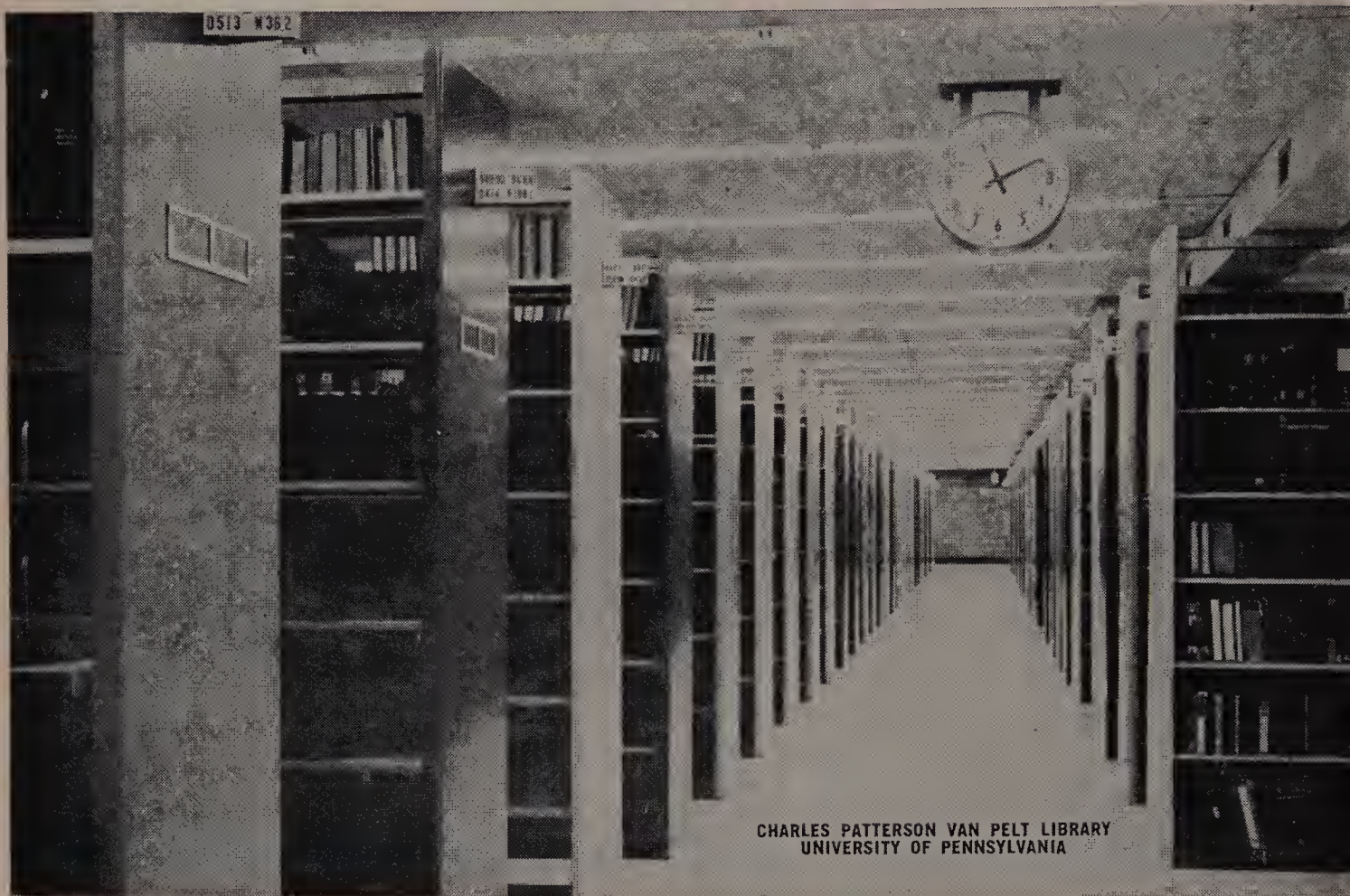
The author of *The Twentieth Century Atlas of the Christian World*, the Reverend Anton Freitag, S.V.D., and his collaborators, Henrich Emmerich, S.V.D., and Jakob Buijs, S.V.D., are all members of a great missionary congregation. This is revealed in the finished product, as the book shows outstanding scholarship, a deep love for missionary work, and an abiding hope that some day "all may be one."

The present volume is recommended unreservedly to all seminary, college and university libraries, to those high school libraries which can afford it, and to large public libraries as well.

SISTER CATHERINE FREDERIC, O.S.F.  
*Ladycliffe College, Highland Falls, N.Y.*



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*Catholic Subject Headings; a List Designed for Use with Library of Congress Subject Headings or the Sears List of Subject Headings.* Edited by Oliver L. Kapsner, O.S.B., under the auspices of the Catholic Library Association. Fifth edition with an Appendix on Names of Saints. Collegeville, Minnesota: St. John's Abbey Press, 1963. 488p.

Since 1942 librarians have been using the invaluable cataloging tool, *Catholic Subject Headings*, which is now published in its fifth edition. The demand for new editions demonstrates the value of this important publication. Father Oliver Kapsner, O.S.B., editor of the work, states in an article in CLW, November, 1960, that although twice as many copies were printed of the fourth edition, (1958) than of previous editions, it was completely sold out in the summer of 1960. Thus Father was obliged to begin work immediately on the fifth edition.

The editor has proved, by the additions, deletions and modifications in each new edition, his awareness of the needs of the users of CSH. Obviously, then, the present edition has not, as Father points out, emerged overnight. Rather

it is the result of his diligent work in the cataloging field, as well as his constant vigilance and correspondence with librarians in all parts of the country. By such means has he kept abreast of the problems being encountered by his colleagues and incorporated them in succeeding editions.

In the preface, Fr. Kapsner lists some of the more interesting headings that have been added, "occasioned either by new types of literature or as over-looked headings." (p. xi). He further calls attention to several modifications, especially those that simultaneously warrant a new heading. For example: "Rites and ceremonies"—now entered, "Rites and ceremonies (Catholic)."

The format is the same as that used for the fourth edition: double columns, smaller print. Although slightly larger by approximately 1,000 additions, it is still a convenient size for use. The changes merit the acquisition of this new volume by Catholic and non-Catholic libraries alike.

MARGARET M. TOBIN  
St. Francis College,  
Loretto, Pennsylvania

## CATHOLIC PERIODICAL INDEX

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The INDEX is published quarterly with a two year permanent cumulation.

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Address inquiries to: THE CATHOLIC PERIODICAL INDEX, 461 West Lancaster Avenue, Haverford, Pennsylvania, 19041.

## Nominees for Vice-President CLA (pres-elect) 1965-1967



REVEREND JOVIAN LANG, O.F.M., Librarian Quincy College, Quincy, Illinois; Assistant Provincial Librarian, St. Louis-Chicago Province, O.F.M.

EDUCATION: A.B. Our Lady of Angels Seminary, 1943; Ordained 1947; M.S. in L.S. Western Reserve, 1950; M.A. Western Reserve University, 1955.

C.L.A. ACTIVITIES: Chairman of College Section, Illinois Unit, 1954-55; Chairman of College Section, St. Louis Unit, 1952-54; 1959-63; Executive Board member St. Louis Unit, 1957-63. Committee on Cataloging and Classification, 1960-62. Vice-chairman, Cataloging Section, 1963-; Chairman Legislative Committee, 1962-; Chairman Committee on Constitution and By-laws, 1961-.

OTHER LIBRARY ACTIVITIES: Steering Committee of Midwest Academic Librarians Conference, 1955-57. Participant, College Talkshop (a Library-oriented college) at Gambier, Ohio, June, 1962. Discussion leader, Conference within a Conference, ALA Conference, 1963. Candidate for ALA Executive Council, 1964-68.

PUBLICATIONS: Contributor to the CATHOLIC LIBRARY WORLD; *Ordo*, 1958-; *Ordo for Religious and Laity*, 1958.



REVEREND CHARLES HENRY BANET, C.P.P.S. Director of Libraries, Saint Joseph's College, Rensselaer, Indiana.

EDUCATION: Saint Charles Seminary, Carthage, Ohio, 1943-49; Ordained 1949; M.A.L.S. University of Michigan, 1951; Advanced studies in Library Science and in Classical Studies, University of Michigan, 1951-52; Audio-visual education at University of Indiana, 1950.

C.L.A. ACTIVITIES: Chairman of College Section, 1954-56; Vice-chairman (and editor of CULS) 1956-57; Chairman Dues Structure Committee, 1960-61; Finance Committee, 1961-; Headquarters Building Fund Committee, 1962-; CLA Representative to ALA Catalog Code Revision Committee; Catholic College Library Statistics Study. Vice-chairman Illinois Unit, 1964-65.

OTHER LIBRARY ACTIVITIES: Chairman Indiana Library Association College and University Section, 1958-59. Member of various committees.

PUBLICATIONS: Articles and reports in CATHOLIC LIBRARY WORLD, CULS, and *Tracings*. Indexes to *Nuntius Aulæ*, *Passionist Bulletin*, *Philosophy To-day*. *Our Lady and the Precious Blood in Art*, 1962.



# Nominees for CLA Executive Board, 1965-1971

ONE TO BE ELECTED



SISTER JANE MARIE



SISTER PERPETUA MARIE

SISTER JANE MARIE, C.D.P., Head of the Department of Librarianship, Our Lady of the Lake College, San Antonio, Texas.

LIBRARY EDUCATION: B.S. in L.S., Our Lady of the Lake College, 1944; M.S. in L.S., Columbia University, New York.

CLA ACTIVITIES: High School Section chairman, 1957-58; Publicity Director, High School Section, 1959-61; Scholarship Committee, 1958-63; Professional Relations Committee, 1959-; San Antonio Unit Vice-President, 1961-62, President, 1962-63; Representative from CLA to ALA National Commission for the Study of Library Education, 1962-.

OTHER NATIONAL ACTIVITIES: AASL Professional Relations Committee, 1958-; ALA Council, 1962-66.

SISTER PERPETUA MARIE, O.P., Librarian, Spalding Academy, Spalding, Nebraska.

LIBRARY EDUCATION: M.S. in L.S., Nazareth College, Louisville, Kentucky, 1957.

CLA ACTIVITIES: Secretary-Treasurer, CLA Louisville Unit, 1954-65; CLA Convention, Louisville, Kentucky, 1957, Local Arrangements Committee Secretary Treasurer, Mid-South Regional Conference CLA, 1957-58; Chairman, Mid-South Regional Conference CLA, 1959-62; Committee on National CLA Unit Coordination, 1962-63; National Catholic Book Week Chairman, 1963-65; Recipient Bishops' Library Medal, 1963.

OTHER PROFESSIONAL ACTIVITIES: Speaker, author, volunteer consultant.

ONE TO BE ELECTED



JOSEPHINE SAVARO



JACQUELINE WINDLER

MISS JOSEPHINE SAVARO, Librarian, St. Joseph's College, Philadelphia, Pennsylvania. Formerly, organizer and librarian of Wheeling College Library, Wheeling, West Virginia. Occasional lecturer, Catholic University Library School.

EDUCATION: A.B., Marywood College; B.S. in Library Science, Marywood College; M.S. in L.S., Columbia University. Graduate studies, Catholic University of America.

C.L.A. ACTIVITIES: Chairman, Cataloging Division, 1951-52; Chairman, Jesuit Library Association, 1957-58; Chairman, Cataloging and Classification Section, 1961-63; Business Manager, C.P.I., 1953-54.

PUBLICATIONS: Book reviews and indexer of several books.

MISS JACQUELINE M. WINDLER, Director of Library Services, Catholic Hospital Association of the United States and Canada, St. Louis, Missouri.

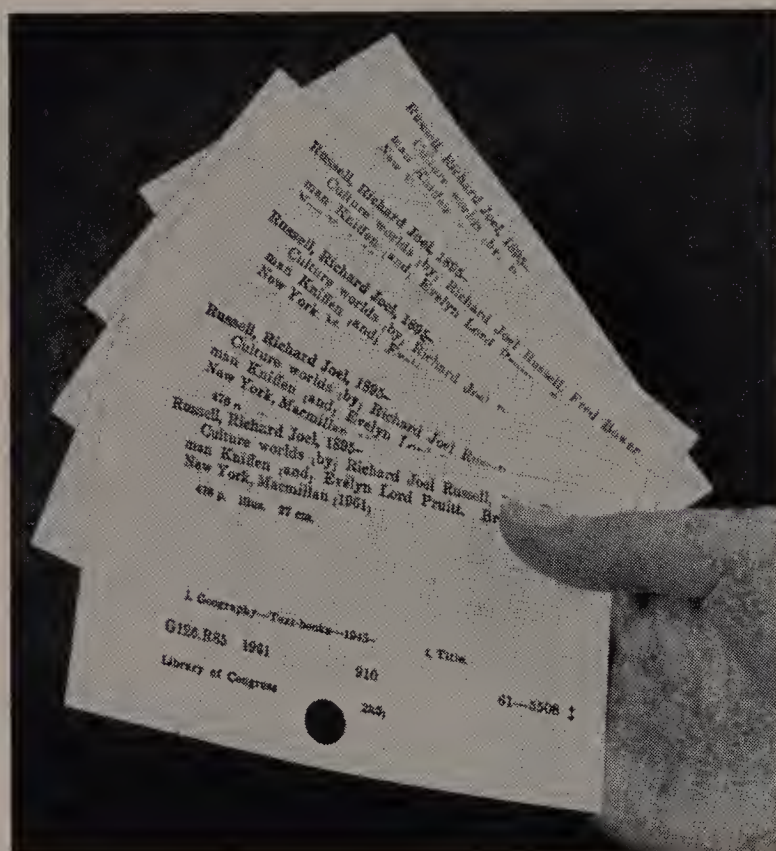
LIBRARY EDUCATION: B.A., Maryville College, St. Louis, Missouri.

CLA ACTIVITIES: Membership Committee, 1963; Executive Board, Hospital Section, 1959; Arrangements Committee, 1961 Annual Convention, St. Louis; Professional Relations Committee, 1961; Chairman, Hospital Section, Greater St. Louis Unit, 1961-63; Chairman, Publicity, Hospital Section, 1961-62.

OTHER PROFESSIONAL ACTIVITIES: Planned two continuing Education Programs for hospital librarians, 1962.

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# XEROX



# Medical Library of Detroit's Rehabilitation Institute

Mitzi Rochleff

*Rehabilitation Institute, Detroit, Michigan*

The medical library of Detroit's Rehabilitation Institute houses one of the most complete collections of literature in the field of physical medicine and rehabilitation in the country today. Its development began in 1955 when the Institute enlisted the services of an energetic and devoted volunteer, Mrs. Bernice Boswell. Starting with a small collection of books and journals donated by the then-director, Dr. C. Robert Dean, and other physicians, Mrs. Boswell organized and enlarged the only library of its kind in the midwest. With the growth of physical medicine and rehabilitation the Institute and its library blossomed proportionately. In 1958 it moved from its small unit at the Herman Kiefer Hospital to a modern five-story, \$3,500,000 building in the new medical center area. The McPherson Browning Memorial Library was then dedicated in honor of the man who was the first chairman of the Metropolitan Detroit Poliomyelitis Foundation. Contributions made at his death were given to the Rehabilitation Institute to buy furnishings for the library.

To better understand the purpose and function of its medical library, we should first examine the Rehabilitation Institute itself. It is a non-profit voluntary hospital, conceived and dedicated to promote, correlate, and provide all services for the rehabilitation of handicapped persons; and to provide opportunities and facilities for research and education which will

contribute to the prevention of crippling conditions and the improvement of services for the physically handicapped. Funds received from the United Foundation are used to provide free service for patients unable to pay privately. The Institute can accommodate eighty-four inpatients and up to 500 out-patients daily. The only qualification for treatment is a rehabilitation potential. There is no minimum or maximum age limit or length of stay for in- or out-patient care. Seventy physicians representing major medical specialties serve on its consulting and attending staff.

The Rehabilitation Institute serves as the Department of Physical Medicine and Rehabilitation at Wayne State University's College of Medicine. It acts as the home of Wayne's Occupational Therapy School and the proposed Physical Therapy School. Among the Institute's other educational activities are: a rehabilitation nursing affiliation provided for undergraduate student nurses; a four-week course in rehabilitation nursing given three times a year for graduate nurses from all parts of the United States and Canada; clinical affiliation for Occupational Therapy, Physical Therapy, social service and vocational rehabilitation counseling students; approved residency training program in Physical Medicine and Rehabilitation, and medical lectures.

The Detroit Cerebral Palsy Center and the Michigan Chapter of the Sister Elizabeth Kenny Foundation lease space from the Institute. Our facilities are available to community groups for lectures, tours, and meetings.

Services offered to patients include: activities of daily living, pre-vocational testing and evaluation; psychological testing; recreation, speech and hearing, and social service. Complete clinical laboratory services, diagnostic medical services, occupational and physical therapy represent the foundation for rehabilitating the total person. Departments such as the orthotics shop must keep in tune with latest developments in assistive devices needed to benefit the patient. Governmental and private research programs are currently in progress at the Institute.

The purpose of the medical library is, therefore, to provide the necessary literature and service which will meet the needs of staff, stu-

dents and all persons concerned with the related paramedical fields. In what way is it equipped to serve this end?

The library presently maintains a collection of nearly 1900 books in all fields relative to Physical Medicine and Rehabilitation. We receive more than a hundred medical journals, sixty-five of which are paid for by subscription. About forty of these are bound annually. Although not designed for a small specialized library as ours, the Dewey Decimal system of classification is used and has been found workable.

As previously mentioned, Wayne's Occupational Therapy classes are held at the Institute. This means that for three-quarters of the school year the library is in constant daily use by students. All required class material is available to them. The librarian is on duty from 8 a.m. to 5 p.m., Monday through Friday. Qualified persons may use the library after these hours and on weekends by presenting identification to the guard. Books, journals, pamphlets and other materials circulate from overnight to two weeks. There is no penalty for overdue items, though the librarian would like to devise one!

Selection and purchase of new books is made on the recommendations of staff physicians and various departments of the Institute. Because there is no Library Committee, the final decision of acquisitions rests with the librarian and the hospital administrator. This is primarily dependent on the departmental budget. Frequently books and journals are purchased by the library for other departments on a permanent loan basis. It is also the librarian's job to keep busy doctors aware of recent publications by scanning the important medical journals for book reviews.

Slides and films are kept in the library for the use of staff and other institutions wishing to borrow them. Lecture series utilizing visual aids are catalogued in a card file and referred to by instructors in medicine, nursing, and occupational therapy in preparing continuous year-round class material. Since both the library and auditorium are located on the lower level, slide and film projectors, tapes and recorders are stored in its workroom. A slide tour of the Institute has been devised to replace frequent inconvenience met by large touring groups and

the departments being visited.

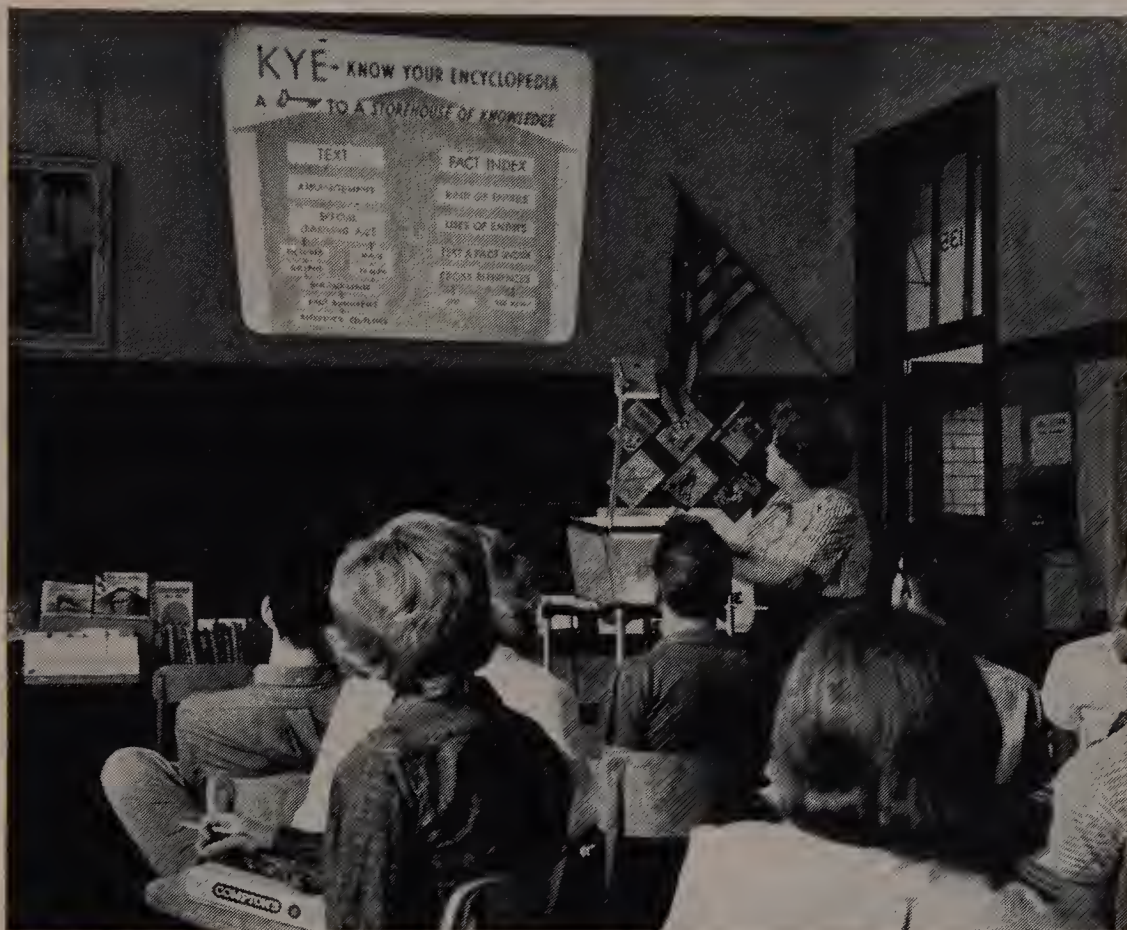
As a member of the Medical Library Association we are able to meet with librarians from all over the world to discuss problems common to libraries and to find their solutions. One of the problems at the Rehabilitation Institute's library lies with the investment of all duties, clerical and professional, in a single coordinator. Delegating routine office work to a part-time assistant would allow the librarian to perform professional tasks with greater effectiveness. Improved service and function would certainly result. However, from the administrative point of view, one full-time employee to take charge is sufficient.

Another problem typical of many libraries, is that of space. The dimensions of the Institute's library and workroom preclude sufficient capacity both for seating and for storing materials. There is seating space only for sixteen persons, including an elevated table designed to accommodate wheelchairs. Often staff members have been forced to seek a peaceful atmosphere in an empty room or to retreat to their offices to read because all the chairs in the library are taken.

The Institute is physically connected to Harper Hospital by tunnel and cooperation between the two saves costly and needless duplication of many services for both. We make use of their X-ray, Pharmacy, Food and Laundry services while Harper sends their patients to the Rehabilitation Institute for physical therapy treatment. This exchange carries over to the libraries. Inter-library loans are made with frequency and informality. The process is simple. A telephone call determines if the material is available and a five-minute walk completes the loan. The drawback, however, is leaving the Rehabilitation library unattended. The precedent of personal pick-up-and-delivery was set by Mrs. Boswell and the present librarian continues to find that method most expedient. The alternative is waiting for the transportation service to do the job.

We also depend on Harper's library for other services. When we borrow a book or journal from another library (Wayne's Medical School, for example) we are expected to send a messenger to pick up the item. Since the Rehabilitation Institute does not yet have such





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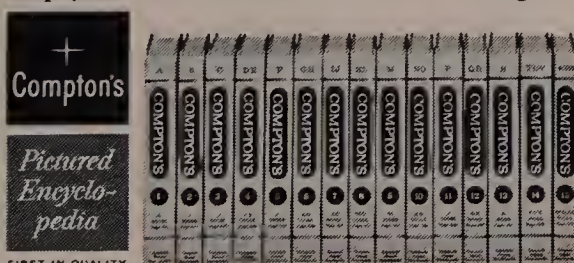
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expansive service, we ask Harper's messenger to do the work for us on his regular route. When all inter-library loans are received back at Harper, another telephone call says that our material is ready to be picked up. Returning the loan works the same way.

We are also fortunate to have access to the copying machine at Harper's Library. If an unbound journal is not available, copying an article from the bound issue is quicker than making an inter-library loan request from outside the complex. There is no charge to us for this service and the requesting physician can have his article the same day he asks for it.

Arrangements are also made to borrow items for students when they are unable to obtain them elsewhere. Again, this is treated as an inter-library loan, with one exception: after verifying that the material is available by telephone, the student is permitted to pick it up himself. He must return it to the borrowing librarian who keeps a record of the loan and who returns it personally, or by messenger.

The Rehabilitation Institute library is also an active lending library. We appear in the "Selected List of Biomedical Serials" prepared by Wayne State University's Medical Library as holding at least twenty-five titles not held by any other library in the area. We receive requests both by telephone and mail. If we do not have the material available to lend, we forward the request, with permission from the borrowing library, to another facility.

The Rehabilitation library acts as an excellent back-up to Harper's collection. In 1961 the Social Service departments of both institutions merged and all books in this field were withdrawn from Harper and added to the Institute's holdings. Many duplicate purchases are avoided by exchanging main entry catalogue cards. Before any important item being replaced is discarded the opportunity to offer it as a gift is considered.

With the current development of the new medical center in Detroit, new problems as well as advantages will present themselves, in terms of improving and combining library services. The suggestion of creating a central catalogue for all libraries will require the unification of all systems into one. With the proper spirit of enthusiasm and an acceptance of the con-

cept of utilitarianism, every individual involved will be working toward a common goal, hopefully . . . the greatest good for the greatest number. To improve the whole we begin by improving the part. Seeking solutions for problems, great or small, which arise day to day in our work, will lead us into a suitable framework for meeting new difficulties. The first steps have already been taken.

## PROFESSIONALLY SPEAKING

PETER LAUX, *Contributing Editor*  
*Canisius College, Buffalo, New York*

### BEACON LIGHTS ALONG THE TRAIL

Concurrently with the announcement of the program for the 29th University of Chicago Graduate Library School Conference, "The Intellectual Foundations of Library Education," I received the following letter of application from one who, I expect, had just been exposed to some of the same:

Dear Sir:

I am applying for the position as a librarian. Someday in the future you may have need for a new one.

I completed my M.A. program in January, 1963, at \_\_\_\_\_ where I majored in Education. And in May I will get through my M.A. program in Library Science at the Library School of \_\_\_\_\_.

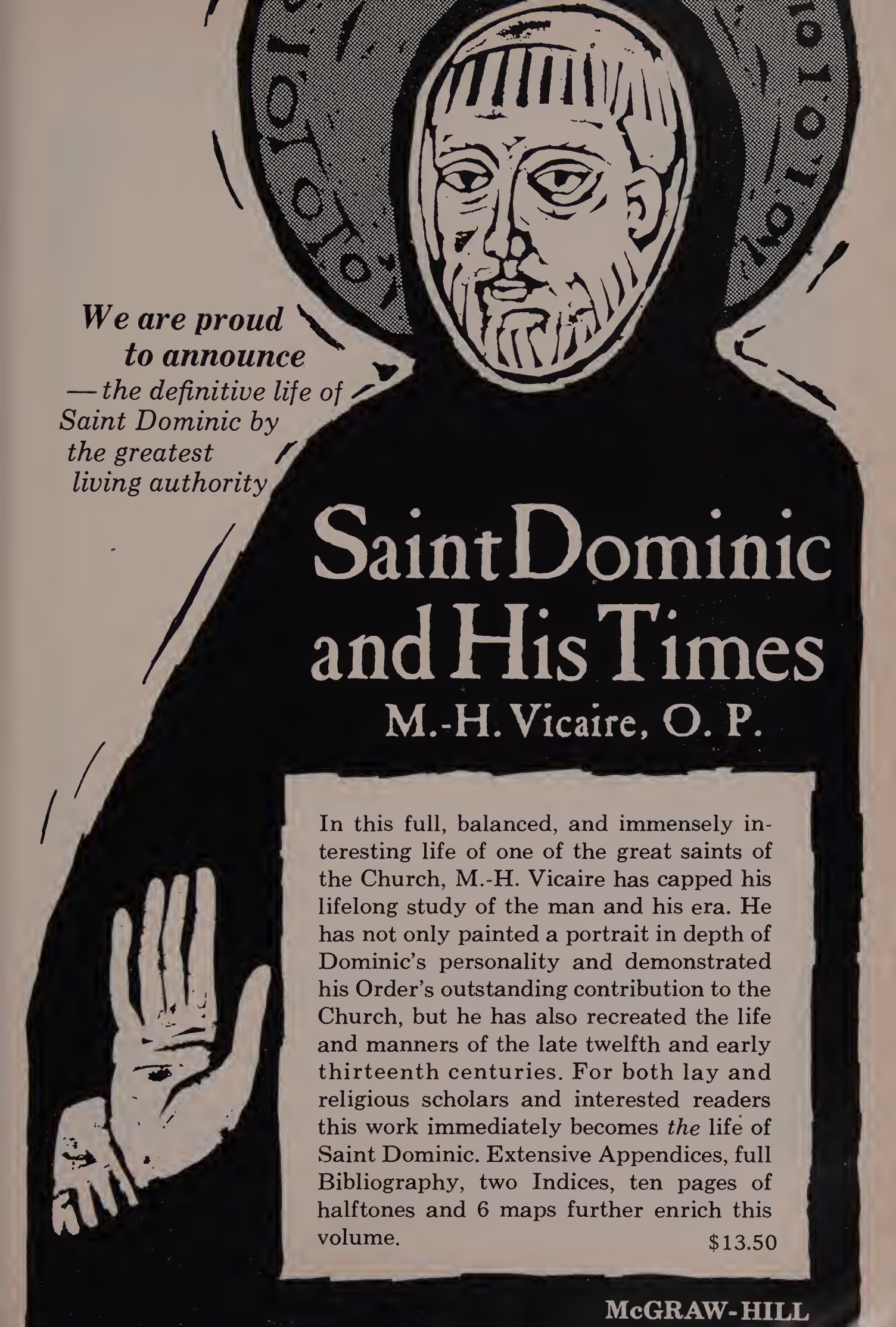
I am a \_\_\_\_\_. When I was in \_\_\_\_\_, I taught school for many years. I was once principal of the High School and worked five years in the High School Library.

If you need to have any information about me, I am very glad to offer you for references.

Sincerely yours,

---





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The following is a verbatim transcription from a recent issue of *Publishers' Weekly*: Williamson, Joseph, 1895- 922.342. *Father Joe, the autobiography of Joseph Williamson*. Nashville, Abingdon [c.1963] 207 p., illus., ports., 21 cm. 64-14621. \$3.95.

Autobiography of a monster of the Church of England and his work in the London slums. Subtitle—"Henry VIII rides again?"

Those of us who have been feeling occasional chills down our old, bent backs as a result of the encroachments of the "new librarianship" on our own particular stagnant bayous in the trade, suffered what amounted to major tremors when we read p. 1938-1939 of the May 1, 1964 *Library Journal*. Under the heading "Products and Equipment" was a brief description of a "Prefab Elementary School Library," complete with everything but a librarian. Actually, with furniture, equipment, and supplies provided and the books selected, (by an "independent professional committee of qualified authorities"), cataloged, processed and ready for circulation, there really isn't much need for a librarian. A retired airline hostess could probably fill the bill adequately and at the same time improve one area of library service noticeably in need of improvement.

Somehow this Howard Johnson approach strikes me as something out of the twilight zone and seems to indicate that somewhere along the line librarians have abdicated their authority. One man's opinion may not count for much when pitted against an independent professional committee of qualified authorities, but if this trend continues there won't be one man anywhere with an opinion about anything. And then where will we find new members for our independent professional committees of qualified authorities?

#### A FINGER ON THE PULSE

A cursory check of Catholic college libraries in the 1962-1963 edition of *Library Statistics*

of *Colleges and Universities*, published by the U. S. Office of Education, indicates that if the library is truly the heart of the college, the majority of our institutions must be suffering from varying stages of "tired blood." Most still fall far short of the standards recommended by ALA. Of the 160 that I ferreted out in my brief ramble, slightly over half are still under 50,000 volumes and the majority of those left are under 150,000.

There are probably some librarians who feel that the ALA standards are unrealistic since 75% of all college libraries fail to meet them. My own opinion is that if they are unrealistic it is in the opposite direction. Anyone attempting to meet the demands of modern undergraduates with a library of less than 100,000 volumes has to be aware of the restrictions and limitations involved. A collection much smaller than this usually sends them scurrying to the nearest public or university library whenever extended research is required.

As a group, we may take cold comfort in the fact that we are not alone in falling below ALA standards. A close examination of some of our individual ponies in the race for excellence, however, leads one to wonder whether students at some of these schools would not be justified in suing their dear old alma maters for fraud.

There is, for example, a well-known eastern basketball power with about 3,000 students which reports the munificent expenditure of slightly over \$5,000.00 for books and library materials and operate with a staff of one librarian. Another tower of basketball strength in the east with close to 5,000 students added all of 2,400 books in the entire year reported and accomplished this magnificent feat while offering service to all of its students with a staff of three librarians, 1/2 of a clerk (I've had a few of these myself), and 1,800 hours of student help. Truly the age of miracles has not passed!

There are other examples equally horrendous from around the country, and the total picture, with some exceptions, seems rather bleak. And it will get bleaker, if anything. As publication continues to spiral year after year, the cost of keeping abreast of at least that portion of it which is truly significant becomes in-

creasingly difficult for schools not piped into the public trough.

Added to our particular difficulty is that almost every area is blessed (?) with its own version of Visitation in the Thicket, Confrontation on the Bluff, and assorted other colleges and universities under the direction of various religious orders, all doing roughly the same thing and building identical library collections. And, although all of this has been going on for the past 100 years or so, the Purple Nuns of the Divine Retribution have suddenly had a vision and decided it is not enough and have just launched a massive fund-raising drive for a new Catholic college which is to include a new library building with a total capacity of 50,000 volumes!

There, as Hamlet so nicely put it, is the rub. Unless we can reduce the large number of small colleges drawing financial support from the same area, or amalgamate them into larger units which can utilize available support more efficiently, our position in the library world will probably be roughly equivalent to that held by the New York Mets in baseball.

WHO THEN SHALL WE PUT TO WATCH THE STORE?

Beauty operators, bartenders, bakers and bandsaw operators (to mention only a few other professions) all have standards regulating entrance into their brotherhoods and measuring subsequent performance thereafter. Either you can make a spicurl or you can't, or mix a martini, or bake a cake, or saw a board.

Our ancient profession, however, (which has had only a couple of thousand years to come up with something) bumbles along still not quite sure of its proper function and quite unable to define clearly what it is that sets it apart from other human activities.

This discomforting situation was brought home to me forcefully twice within the past six months. In both cases I have heard of people being appointed to important library posts and have been unable to discover anything in their biographical sketches which would indicate that they had even worked in a library, let alone been responsible for the administration of one.

The latest of these, states that the appointee "writes, teaches, is modest and soft spoken, marched in the college's first commencement procession, and keeps his sights on questions of a less ephemeral nature." Furthermore, he is "deeply concerned with the abiding interests of the library and the scholarly community he serves." With the possible exception of the marching bit, the same might be said of several thousand academics across the land. But are they, or could they be, or should they be easily transmuted into librarians? Isn't there something that a librarian learns in library school (Oh, come now, be serious) and in ten or twenty years of active practice that makes his function unique and qualifies him, more than anyone else, to administrate a library wisely and efficiently? If there isn't, we may as well pack it in right now and admit that we've been playing peekaboo with the Administration all these years (a fact which some of them probably suspect anyhow or they wouldn't hire people who aren't librarians to run their libraries).

#### A NUGGET

Sprightliness is not the term that ordinarily springs to the lips when contemplating the many-splendored virtues of *Library Resources and Technical Services*, but I must confess that a bit of sprightliness crept past the editor in the Spring issue. I refer to "A Cataloging Aptitude Test; or, do you really know the difference between an entry and an imprint?" by Lenore S. Gribben. Now, if someone would only leave that window open a little longer, and maybe open a few more, we might get some air in here.

#### CATHOLIC AMERICA

All libraries concerned with the historical and cultural background of Catholicism in America will be interested in acquiring the microfilm edition of *A Survey of Catholic Book Publishing in the United States, 1831-1900*, currently available from the Catholic University of American Press for \$10.00.

This preliminary film edition contains eleven dissertations which supplement Parsons' *Early Catholic Americana* (1729-1830).



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In addition to furnishing a chronological record of Catholic Americana for the greater portion of the 19th century, each dissertation presents background material for the period it covers and features a chronological conspectus of publishing by state and city.

The prospectus indicates that the film edition is preliminary, so we may presume that the survey will be issued in hard covers eventually. Until that time, the film edition must be considered essential for any library wishing to bridge this bibliographical gap in the history of Catholic publishing in America.

#### PASSING IN REVIEW

POWELL, LAWRENCE CLARK. *The Little Package*. Cleveland: World, 1964. \$6.50.

I suppose the best antidote for automation, computers, information retrievers, Florida Atlantic University and all of the gadgetry and paraphernalia of the new librarianship is a large dose of Lawrence Clark Powell taken semi-annually like sulphur and molasses. Here is someone who at least loves books, their feel, their smell and, more importantly, their contents, and can most effectively convey his affection. Moreover he has a high regard for the profession and his ringing challenges to one's professional ideals are almost enough to shake even an old war horse from his lethargy. Almost, I said.

There is something about LCP which makes me a little uncomfortable, however. If I read too much of him I get the same feeling I used to get as a boy around an aunt of mine who was always trying to get me on her lap and kiss me. I, too, think librarians are noble and all that, or should be, if they aren't. (If someone would only write a TV series about us, we could take our rightful places at the Round Table alongside doctors and lawyers.) I, too, love books, if not with a passion, at least with a tender regard that may, on occasion, flare up into something resembling passion. But too much is too much, and LCP does, at times, get to be too much. Here he is, for example, sounding for all the world like Pat O'Brien playing Knute Rockne between halves of the big game (he is, in reality, delivering his final charge to the graduating class of 1962): "Go to work

each morning asking, What am I needed for? What is there for me to do today? Dress at home, then undress on the job. Walk naked. We have tried to toughen your skin. Be yourself." Some of us, I am afraid, might have difficulty getting beyond the first question and be so discouraged that we would turn around and go home.

Lest one think I am not fond of LCP, it isn't so. I am fond of manhattans too, and I think they are one of man's greatest achievements. It's just that too many of them make me giddy.

American Library Association. Library Administration Division. *Problems in Planning Library Facilities; Proceedings of the Library Buildings Institute Conducted at Chicago, July 12-13, 1963*. Chicago: ALA, 1964. \$4.25.

The ultimate fulfillment for any librarian, I am told, is to plan and build his own building. This is supposed to satisfy some sort of primitive urge in much the same manner that having a child allays all sort of psychological and physical bogies inherent in the female of the species.

Those of you who, like myself, are content to forego this particular type of soul satisfaction can experience some of it vicariously by foraging through this volume. Of particular interest is the section dealing with the new Notre Dame library.

Of interest also are the question and answer sections, as gripping in their own way as any sequence from *The Defenders*. In the Notre Dame section, for example, one finds Victor Schaefer disdainfully defending himself against a pack of jackals who are trying to trap him into admitting his exits are too small. "I disagree with the statement as to this great mass of people milling around and creating a lot of noise," he snaps. "I just do not buy that." And, I can hear him saying to himself "That ought to hold you bunch of Monday-morning quarterbacks."

All in all this is a well-written collection and is certainly a must for anyone contemplating building or expansion. It reveals also how complex the librarian's function can really be at times and, unfortunately, how much dull stuff



he must deal with—"What kind of floor covering do you have?" Which probably explains, in part at least, why librarians are noted for their small, mouse-colored souls.

SMITH, ROGER H., ed. *The American Reading Public*. New York: Bowker, 1964. \$7.95.

A reprint of the Winter, 1963, issue of *Daedalus*, plus seven additional articles and one review, covering the significant aspects of communications in America in the 1960's. A collection of quality which is worth adding even to libraries subscribing to *Daedalus*.

American Library Association. *Student Use of Libraries*. Chicago: ALA, 1964.

The printed record of the notable Conference Within a Conference, a feature of the 1963 ALA Conference. Of interest to any librarian working with students. Who isn't?

ZELL, HANS, comp. and ed. *New Reference Tools for Librarians*. Oxford and Edinburgh: Robert Maxwell & Co., 1964. FREE.

Actually a dealer's catalogue listing, by subject, new and recent reference works (1962-1963), primarily American and British but including some French, German and other European publications. Will be kept up-to-date by bi-monthly supplements and yearly cumulations. Place of publication date, and price (in sterling) are listed but, for obvious reasons, not publisher. No annotations. Should be useful as a checklist.

BULL, STORM. *Index to Biographies of Contemporary Composers*. New York: Scarecrow, 1964. \$9.75.

Selection policy for inclusion states: "Composers are listed if their works are listed in reference sources, and if the composer is still alive or was born in 1900 or later, or died in 1950 or later." Will be useful only to large public libraries, university libraries, or other libraries with specialty in music since most biographical sources listed will not be found in smaller or general collections."

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## TALKING SHOP

*Contributing Editor*

RICHARD J. HURLEY

*Supervisor of School Libraries,  
Fairfax, Virginia*

No World's Fair seems complete without its Library of Tomorrow in which the Information Center is a science-fiction monster of the Age of Electronics. And a recent book on libraries *Meet the Future* has its first chapter dated 1980. Literature by librarians is full of prophecies. If memory serves us correct, Lucile Fargo in her landmark *Library in the School* gives us a picture of the future as she saw it twenty years ago. We can only wonder what it will be twenty years hence. IBM is already in the school field although only in centralized systems. We understand a school district in Michigan has IBM ordering and next year we will try out IBM purchasing of periodicals and supplies. On a more modest level, audio-visual aids continue to play an ever increasing role as documented by the following:

1. The much publicized Knapp Library Project showed a colored film at both ALA and NEA of a model school in Charlotte-Mecklenburg, North Carolina. We have used the set of colored slides developed for its demonstration school in Plainview, Long Island. We have supplemented this by colored photos made during our visit there, plus transparencies and will use the material for workshops and lectures this fall. Schools seeking to arouse enthusiasm about the ALA standards should contract the Director, Peggy Sullivan, a most cooperative person and formerly a member of the BALTIMORE-DC UNIT, CLA.

2. Another colored movie, premiered at ALA's Childrens Services Division July conference is *The Lively Art of Picture Books*, designed to encourage adult interest in childrens books. It explores picture books by using illustrations from the works of 40 outstanding picture book artists and interviews with three

Caldecott medalists—Barbara Cooney, Maurice Sendak and Robert McCloskey. The rental fee is \$50 for one showing of this hour-long feature including programs and posters. It would prove useful at a Unit meeting and similar occasions. Contact CSD at ALA Headquarters, 50 E. Huron St., Chicago, Ill. or Weston Woods Studio, Weston, Connecticut.

3. *Key to the future*, a 15-minute colored film from Wing Productions (252 Great Road, Medford, Massachusetts) good for recruitment and library guidance. It describes many special areas of librarianship, points up the need for professional training.

4. *Of making many books there is no end*, a behind the scene film of the Alanar processing agency of Bro-Dart Industries (56 Earl St. Newark, New Jersey). While obviously designed to sell its services, from receipt of your order to its shipment, it is a revelation of the complex mechanized routines of a centralized library department. (Note: Why can't a number of schools unite in a summer eight-week processing center using high school and college boys and girls!)

5. A set of four filmstrips for library instruction, colorful, meaningful and artistic, designed for elementary grades and featuring the card catalog, Dewey Decimal system, parts of a book and reference aids. Space rockets are used for motivation. (Eyegate House, Jamaica 35, New York with teachers manual and vicalog \$25.00.) The Vicalog is a set of five transparencies for teaching the parts of a catalog card, using the flip-over device and available for \$7.50. Worth the money.

6. *Beginning library skills* is a large easel 17 x 22 inches also using the flip-over technique, 26 charts in seven colors with spiral binder. Here are all the skills needed for using libraries and books—the ten classes of DC, card catalog, care of books, reference aids et al. There is an interesting glossary of 70 library terms, a guide for discussions and suggested activities. (John W. Gunter, Inc. Curriculum Materials, 1027 S. Claremont St., San Mateo, California \$30.00.) This also seems to us a good teaching machine for a library with an untrained librarian, no librarian or a librarian who has teaching duties all day.





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## CLA NEWS AND VIEWS

### *Contributing Editor*

SISTER MARY MARGARET, C.R.S.M.

*Mater Misericordiae Academy*

*Merion Station, Pa.*

Welcome to a new year of CLA NEWS AND VIEWS! Let us all try to spread our good ideas to the other parts of the country so all may profit by our conferences, meetings and experiments. To meet the deadline given to me, the 15th of every month, I start weeding, sorting, and compiling this column about the first of every month for the issue which will be in your hands two months later. Keep this in mind when you are mailing information. Send your reports early or late, they will still give ideas to others whenever they appear.

CONGRATULATIONS to the ONTARIO UNIT and to the MID-SOUTH REGIONAL CONFERENCE for the excellent Newsletters which were put out in May giving a wonderful coverage of the Detroit Convention. I'm sure the members of each Unit who did not get to Detroit were happy to receive the Newsletter.

to Sister St. Anthony, C.N.D., who collected six new members for the ONTARIO UNIT as she traveled home from the Convention. She says she never asked for them. They just fell into her lap. Well, I imagine she had something to do with it. New members just don't float into the organization without some attraction. May other Units be so attractive.

to Mrs. Mary Page Irwin on her excellent job as Editor of the *Parish Book News* issued by the PARISH LIBRARY SECTION of the NORTHERN CALIFORNIA UNIT. Her *Parish Book News* just bubbles over with enthusiasm and zeal. Her thought-provoking questions catch one's attention and whet one's interest. Keep up the good work, Mrs. Irwin!

to Assumption College Library in the NEW ENGLAND UNIT on the splendid exhibit and display on the Bible, archaeologically, historically, critically, and spiritually presented with maps,

charts, critiques, studies and actual scriptures in at least a dozen different languages including Greek and Hebrew. One of the Bibles displayed—a fine old French Protestant edition—was a recent gift.

### COMING EVENTS

The WISCONSIN UNIT will participate in a Diocesan Workshop to be held at Viterbo College in LaCrosse. The theme will be: "Books—Appreciation, Selection and Interpretation." The fall meeting of the WISCONSIN UNIT has been scheduled to be held at the new DeSales Preparatory Seminary in Milwaukee.

Under the sponsorship of the RALEIGH UNIT, the MID-SOUTH REGIONAL CONFERENCE will meet in the beautiful Sacred Heart Junior College and Academy in Belmont. A warm welcome has been extended to all priests by the Benedictine Abbey of Belmont, and to all sisters by the Sacred Heart Junior College.

### WORKSHOPS

The WASHINGTON, D.C.-MARYLAND UNIT held a very successful Religion Workshop at Cathedral Latin School, Washington, D.C. with about 290 attending. The theme was "You Are Witnesses" with the aim of the day being to demonstrate the effective use of library materials by the positive cooperation of the librarian and the classroom teacher; and to bring to the attention of the superintendents, principals, teachers, and librarians the need for and the advantages of such cooperation. The method used was a supersaturated program including speakers, teacher demonstrations and library materials—all bearing on the idea that it is imperative for each to partake of this work in an active manner. Each division was introduced by a speaker and followed by a teacher who demonstrated the successful use of library materials in that area. A question and answer period followed each demonstration. Rev. Joseph M. Connolly, St. Gregory Parish, Baltimore, introduced the division, "You Are the Church" which was subdivided into The Christian of 1964; The Active Apostolate; Marriage. "You And The Bible" was prepared by Sr. M. Immaculate, D.C., Seton High School, Baltimore, with later discussions on the Old Testament; New Testament; Liturgy. Rev. Sanders,



S.J., started the idea "You And Ecumenism" which later developed the Ecumenical Movement; and Other Religions. The Results of the day were workable ideas for teaching religion in high school and useful bibliographies from each demonstration teacher.

The HIGH SCHOOL LIBRARIAN SECTION of the PHILADELPHIA AREA UNIT sponsored a History Workshop for teachers, principals as well as librarians at Cardinal Dougherty High School. Mr. Charles P. Bruderle, Professor of History and Dean of University College, Villanova Univ. gave the Keynote Address: "The Meaning and Importance of History in Today's World." There were two panels in each session. Sister Carmelita Marie, S.N.D., Little Flower High School moderated the panel on American History. The European History panel was led by Rev. Daniel J. Menihane, O.S.A. Monsignor Bonner High School. Sister Mary Margaret, C.R.S.M., Mater Misericordiae Academy led the discussion on World Culture while Bro. Adolph Kalt, S.M., St. James High School, Chester introduced the panel on Pennsylvania History. All who attended this workshop received litera-

ture and bibliographies for each panel.

The WESTERN NEW YORK CATHOLIC LIBRARIANS CONFERENCE held its program at Nardin Academy Auditorium, Buffalo. After opening remarks by Peter Laux, Canisius College and Unit Chairman, Sister Mary Georgia, O.S.F. Academic Dean, Rosary Hill College discussed the topic, "Know Your World" giving a list of books which covered the areas of the world and which should be in every Catholic library.

The meeting of the SOUTHWEST UNIT was held in Marymount College, Palos Verdes Estates. Mr. Walter Starkie, visiting professor of Spanish and Portuguese at the University of California, Los Angeles, spoke on "Spain—Its Literature and Music." Using a fine selection of recordings which had been made in Spain under his direction to illustrate the music of the different periods, Mr. Starkie traced the development of the literature and the music from the 13th century to the present. As he showed the contributions of Spain to our civilization, he brought out the fact that the Hispanic peninsula has frequently served as the link between Eastern and Western Cultures. Section meet-

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ings were held following the main talk.

The TRENTON UNIT held its meeting at the Catholic Lending Library, Trenton. Very Rev. Msgr. Theodore A. Opdenaker, executive director of the Catholic Welfare Bureau spoke on the "Crisis in the Intellectual and Spiritual Life of the Laity." Monsignor pointed out the responsibility of Catholic librarians for the development of adult education in this era of spiritual and intellectual change within the Church. He urged librarians not to be content with the mere custody of books but to assume sponsorship for a discussion in depth on an adult level under the proper ecclesiastical supervision. Referring to the theme of an Easter pastoral letter of Cardinal Montini, now Pope Paul VI, he noted that man's religious sense is in need of stimulation and that the layman should understand and be prepared to discuss the many changes coming out of the Council. Monsignor stressed the need for the development of the mind and heart in all the arts for, as he concluded, "The world at its worst needs the Catholic at his best."

The COLLEGE AND UNIVERSITY SECTION of

the ILLINOIS UNIT held its meeting at Loyola University in Chicago. The topics discussed profitably were: circulation procedures and problems; inter-library cooperation; faculty-library cooperation. A number of the WISCONSIN UNIT members showed praiseworthy interest in their sister-unit by attending the meeting.

#### ENGLISH AND THE LIBRARY

The Annual meeting of the ARCHBISHOP TOOLEN UNIT was held at Spring Hill College, Mobile, Ala. with Sister Agathena, S.C.N. presiding. Dr. Charles J. Boyle, Professor of English, spoke on "Teaching Grammar and Literature as Preparation for College." He said that there should be articulation between grammar and literature. In the complicated province of English, the subject areas are writing and speaking. Here one has to be concerned with organization of thought, application of ideas, language, style—both literal and figurative—in world literature, English literature and American literature. One has to have a knowledge of the historical approach to literature. The teacher must have a knowledge of literature and

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must endeavor to establish a higher sense of values regarding literature. Dr. Boyle advised that high school teachers "de-emphasize literature and emphasize writing." When trying to teach students to write, teachers must battle with attitudes. Hostility and indifference are hard to overcome; yet, these attitudes often characterize high school English students. Indifference is the most difficult to conquer. Parents, teachers, and librarians must try to interest their students in English. The integrity of English as an academic value must be stressed. Good books may be determined by tradition and by authority. Modern literature must be determined by scholarly authority. Tradition speaks for itself. We must try to raise the level of a student's taste. Teachers must know books, they must understand each student's cultural inheritance in order to guide his reading. Writing should be stressed in teacher training schools. All teachers should teach good writing in every subject area. In the afternoon session, Miss Martha Jule Blackshear, Library Consultant for the State Dept. of Education gave a talk entitled "The Challenge that Lies Ahead." This challenge centers around three words, quality, challenge, and vision. We must provide better educational programs with students using the library. Teachers should be guided in the use of the library and a positive program must be laid down by the administrator. Items to be remembered: Teachers must know the library, its collections and its functions; Librarians order what teachers want and need; Administrators should urge teachers to see that the students use the library; Every member of the staff should have some training in the use of the library.

The ONTARIO UNIT held its spring meeting in conjunction with the Detroit convention. At the meeting a report of the membership was given with 18 elementary, 40 high school 18 college and community; consequently, it is hoped that ONTARIO will be able to organize into sections soon. The Unit held a Reception in the Michigan Room. Peter Mitchell, Unit Chairman, Rev. Vincent MacKenzie, S.J., Vice-Chairman and the Executive Advisory Board received the guests. Among those attending were CLA National President, Mr.

William Gillard and his wife; Sister M. Claudia, I.H.M. Vice-President CLA; Mr. M. Richard Wilt, and Msgr. Canfield.

A Diocesan Workshop was held at St. Mary of the Angels School, Green Bay. The subjects discussed included: a diocesan cataloging project, book selection, book ordering and cataloging. Miss Marlow, Chairman of the workshop featured as speakers Sr. M. Clarence, O.S.F. Diocesan librarian; Sr. M. Josepha, O.S.F., Holy Family College; Mr. Gilmour, representative of the Baker and Taylor Co.; Mary Lou Ziga, St. Catherine Library and Bookshop.

The meeting of the PHILADELPHIA AREA UNIT was held at Mater Misericordiae Academy with the Dramatic Director of Shakespearian Plays of St. Joseph's College as speaker. Shakespeare was discussed and specifically, Hamlet from the point of view of the actor and the academician. It was pointed out that the richness of the poetry of Shakespeare gave the actor more than he could use. It would seem that Shakespeare overwrote to give the actor plenty of material. Dr. Howard F. McGinn, Villanova University, incoming Chairman of the Unit appointed Sister M. Consuelo, CRSM the Chairman of the Catholic Author Luncheon; Mother Mary Dennis, SHCJ Membership Chairman and Sr. Mary Margaret, CRSM Unit Chairman on Library Legislation. Dr. McGinn urged all members to be generous in preparing for the National Convention which meets in Philadelphia in 1965.

#### TIDBITS

Eugene Cardinal Tisserant has said: 'Our task as librarians is similar to that of the priestesses of Vesta, to whom was committed the care of the sacred fire. . . . All library tasks are noble, if we feel that we are helping humanity in its trend towards that spiritual unity which would be the result of unity of Culture.'

Margaret Ayrault, head of Univ. of Michigan's cataloging department, challenged us to analyze our work methods. Often we make our chores harder by flitting from one thing to another. Figure out each step in a process like preparing cataloged books for the shelf, write them down in order, and work on several books at once. This will simplify your work and make it easier for someone to help.

## THE PARISH LIBRARY

*Contributing Editor: ISABEL BRADLEY  
Catholic Lending Library  
Ware, Massachusetts*

For seven years I have eagerly read the Parish Library Column every month in the CATHOLIC LIBRARY WORLD. It has been a beacon of light to our Library Committee as we wrestled with the problems involved in reaching our goal of providing the best in Catholic reading to the members of our community, and even more important, of making sure that the books would be read. It has been a constant inspiration to read of the work done in other libraries, and a goal to continue our efforts when enthusiasm was at a low ebb. The CATHOLIC LIBRARY WORLD provides many excellent feature articles, book reviews and information on library skills, but the column especially devoted to the problems of the parish library has proved of most value to us.

At the Convention last spring, the definition of a "parish library" was given as "a neighborhood library that devotes itself to the adult reader of religious books, whether connected with a particular parish or several parishes, or the community." Thus, it was noted that the parish, community, and information libraries have almost identical interests and problems, quite distinct from such sections as the College and University, or the Hospital.

In the 1963-64 year the parish column was given over to guest editors. This spring Miss Hindman, the editor of the CATHOLIC LIBRARY WORLD, wrote me: "There comes a time when there should be a permanent editor, and now is the time."

In asking me to accept this post, she stated: "You may have as many guest editors as you see fit." Knowing as I do, the need for practical information to help the great variety of parish libraries, I accept this position with the hope that many will contribute their ideas and sug-

gestions. I urge all who read this column to send me news and requests, so that it may truly help and serve the workers in this field.

By way of introduction, it must be said that I am not a professional librarian, nor am I a journalist. Like many who are working in parish libraries I am a housewife with three children plus a full-time job. The "Library" is my involvement in Catholic action—one of never-ending joy and marvel at the ways in which the Holy Spirit moves to foster this work.

Having lived in many parts of the country and abroad, I feel at home in many places, and hope this column will bring out the best that is being done in all parts of the United States. Guest editors will help to see that all areas are covered.

Since my own work in parish libraries has been done in Ware, I would like to pay tribute to the Catholic Library in Western Massachusetts which has much to spread the apostolate of Christian reading, the Catholic Lending Library of Holyoke, and to the woman who has been its guiding light through the 29 years of its existence—Mrs. James J. Dowd.

The story of the Catholic Lending Library of Holyoke, now entitled the Catholic Library and Bookshop of the Diocese of Springfield, begins in the early years of 1930. But let us hear the story as Mrs. Dowd wrote it spontaneously in answer to my questions:

"We opened our doors November 4, 1935, largely through the inspiration and encouragement of Marigold Hunt of Sheed and Ward, and the help of Father Andrew Kelly (deceased) who had opened a library early in 1935 in Hartford, Connecticut. Kathleen Greeley, a teacher in Lawrence Junior High, her sister Mollie and I were the team that did the actual spade work, plus Mrs. Emmett Cauley, our long suffering first Treasurer. A dedicated young lady, Katherine Knightly, trained at a branch public library, was our first employee at \$5 a week. That was in 1935. My father, Edward A. Sheehan and Jim, my husband, owned the Lincoln Building and gave us the half-store free for at least five years and from then on we paid only a nominal rent of \$25.00. Even at that we frequently skipped it! Family cooperation didn't end there of course. Jim's interest was as keen as mine and his patience



and good advice on every phase of the work was endless. The children grew up with the library always in the background. They heard mother on the phone in long conversations; sat in the car while she did library errands; and listened on the stairs while she had meetings in the living room.

"The first sponsoring organization was the Catholic College Club, and now it is the Catholic Library Association with membership open to both men and women. Lectures in the fall have always been a financial success and part of the profit is given to the library. In the beginning we had the usual card parties and food sales to provide the needed books to open. We paid one dollar for a little second-hand desk. We have always struggled financially and at one time made personal calls on the pastors of Holyoke and some in Springfield asking for financial aid. On our twenty-fifth anniversary, Bishop Weldon gave us \$100 for each year and that \$2500 was a wind-fall. It enabled us to move to our present quarters. For two years following, he picked up our deficit, but the year ending May, 1964, was sufficiently good so that

we did not ask for help. I do think the publicity given us through the Book Fairs last year has been the reason for the increase. There seems to be a deepening awareness of what a Treasure House we have and of how great is the need to know in these days of 'aggiornamento.' But there is so much still to be done."

BUT THERE IS SO MUCH STILL TO BE DONE—these words from a woman who has given unstintingly of her mind, her heart, and her soul to the Catholic Library for over thirty years. And how heartening to read of a library which started on faith alone growing to the point where it is now being sponsored by the Bishop and has become the official library of the Diocese.

And indeed, there is still much to be done, for now the library must extend its influence throughout the diocese as well as the area surrounding Holyoke. To meet this responsibility the Catholic Library Association appointed a Parish Committee. Through the hard work of this Committee, a project was started which could well serve as a model for other libraries that wish to further the work of the reading

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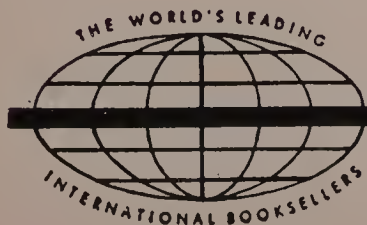
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apostolate. They offered an "Evening with Books Program and Sale," or a "Parish Book Fair" to all the Catholic organizations in the diocese. Laboriously they sought the names of the Presidents and Program Chairmen of such organizations as Sodalties, Holy Name, C.C.D., etc. A three-page printed letter was then sent to each officer appealing to his responsibility to give a worthwhile and distinctive program for the coming year. The letter explained the purpose of the Catholic Lending Library and its sponsoring association, then—"In recognition of its work, Bishop Weldon three years ago made the bookstore the official diocesan library—an honor which obligates it to reach and serve all parishes in the diocese. For this purpose we are offering a new service—an Evening with Books Program and Sale, or Parish Book Fairs." The remainder of the letter explained the purpose of the program, the universal appeal of Catholic books, the timeliness of this type of program in line with the present spirit of ecumenism, a detailed description of the planned programs, and a request to contact the committee for dates and speakers.

In the summer and fall of 1963, these letters were sent to the 134 parishes and missions in the diocese, and, in many cases, two or even three letters were sent to cover the various organizations in the parish.

What was the result of this first year endeavor? Let us look at the figures first:

14 Book Fairs and Programs, covering both large and small parishes in West Springfield, Springfield, Housatonic, Huntington, Monson, Longmeadow, Aldenville, Agawam, and East Longmeadow. Mrs. Dowd wrote, "This may seem a small percentage, but the publicity all through the area as a result of the letter was excellent and has shown results."

Financially, the actual cash received from the fairs was \$1727 Mrs. Peck wrote, "Thus, for the first time in the thirty years of its existence the Catholic Library got out of the red column and \$200 into the black." She continued, "So you see what an important project the Book Fair and Programs are for the reading apostolate. Apparently a lot of people just did not know of the library's existence." In the financial part of the program, the sponsoring



club was given 10% of the sales of \$100 or over. Sales varied from \$55 to \$350, depending on the number of people present and the support of the parish and pastor.

Thus we have the actual figures to prove the success of the project. However, one can never evaluate the truly spiritual results of awakening people to the value of good Catholic literature and art. As a speaker at several of the programs, I can personally testify to this awakening, and the change of the audience from polite interest to intense awareness, as the program progressed. Mrs. Peck, who personally supervised most of the programs, has given much thought to the problem and has concluded that the parish library is truly what the people want, and want very, very much. She wrote, "Everywhere we go they ask us if we can help them start a parish library." As Mrs. Dowd says, "But there is so much still to be done."

Members of the local Parish Committees have been very cooperative in sponsoring the programs. They have come to the Holyoke Library for the numerous cartons of books, helped set up the displays, served behind the counter, and then completely checked the inventory and returned the books to the library. Thus the workers were closely acquainted with many books, and this, in itself, is an orientation and education. The seed for establishing a parish library could well be sown through one of the local committee members.

So encouraging was this first year that the Committee has expanded its project and is working even harder for the 1964-65 programs. The Committee has been increased to include Miss Viola Mish, Secretary; Mrs. Joseph V. Latino, and Mrs. Patrick A. Doyle. Mrs. Peck remains the Chairman, with Mrs. Dowd, as President of the Catholic Library, working closely with the Committee.

The second letter has been printed and is even better than the one of last year. Mrs. Dowd writes that they are sending out 600 of these letters to chaplains, pastors and organizations. Organizations are responding well and many dates are being booked for the 1964-65 season. This is indeed a wonderful example of what a vision, coupled with hard work and guidance of the Holy Spirit, can do to project the Light of the World to more and more people.

The composition and form of the 1964-65 letter is truly a work of art, and a credit to the Committee, who "slaved" over it. It is too long to print in full, but I quote a portion of it to show the tone:

"In 1964—a momentous year of renewal for the living church—you have the privilege of planning next year's activities and programs. Perhaps the centuries-old culture which is our rightful heritage as Catholics could profitably and opportunely be reexplored. Recent exceptional events in today's church, e.g., the culmination in the Vatican Council's second session of Pope John's glorious reign and the first inspiring months of Paul's, might also be examined.

"To understand these events and the changes which lie ahead for us and our families we need to know more in order that we may love more deeply and serve more generously. To bring to your parish the indispensable tools of knowledge—books—(for all ages and interests)—your diocesan library and bookshop offers some recently devised programs.

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Page three then lists three plans of meetings and book fairs to interest children, teen-agers, men, teachers of religion, as well as all-inclusive all-parish events. As to the question—When? Where? the answer is, "Indoors—Outdoors—All Day—Sunday between masses or during a tea—Saturday from morning catechism through confessions — First Friday or Holy Day after late or evening masses. Practically any time convenient for the parish when an audience will be assured."

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### IN MEMORIAM

Sylvia Kane Gray, aged 49 years, founder of the St. Thomas Aquinas Parish Library of Palo Alto, California, died June 26, 1964 of cancer. Her interest in the apostolate of reading began in 1950 when she realized the need of providing good Catholic books for parish members, as well as the increasingly large number of people in the Palo Alto area who were interested in the Faith. In 1952 her vision materialized in the form of a parish library, one of the first in that area, and through the years it has served its purpose well and been a guiding light to others. One can only guess at the number of parish libraries which owe their inspiration to the work of Sylvia Gray.

*Editor's note: Mrs. Gray and Mrs. Bradley were sisters. Please remember Mrs. Gray in your prayers.*

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## CHILDREN'S BOOKS

### Contributing Editor

SISTER M. ETHELDREDA, R.S.M.

*Mt. Aloysius Junior College*

*Cresson, Pennsylvania*

### SOCIAL SCIENCES

ANDERSON, HANS CHRISTIAN. *The Wild Swans*. New York, Scribner's, 1963, 80p. (Illus. Marcia Brown)

Hans Christian Anderson is certainly a storyteller that none of us has ever out-grown. In this incomparable fairy tale once more we escape through the lovely illustrations of Marcia Brown to all the exotic places of the swan-princes and the Princess Elisa. (Early elementary)

S.M.P.

TERREL, JOHN UPTON. *The United States Department of State*. New York, Duell, Sloan and Pearce, 1964. 122p. \$3.50

This comprehensive book is the third in the United States Government Series. It deals with the history and activities of the Department of State. In clear, concise narrative it tells of the making of foreign policy and of the importance of the position.

S.M.R.

### SCIENCE— APPLIED SCIENCE

ASIMOV, ISAAC. *Quick and Easy Math*. Boston, Houghton Mifflin, 1964. 180p. \$3.00

If you are interested in making calculations simpler and more rapid, this book is full of helpful aids.

S.M.R.

BETHERS, ROY. *This is our World*. New York,

This is the fifth book in the Our World Series. In a simplified manner, it gives a child an introduction to the changes in climate, the physical characteristics and natural resources of countries in an imaginary trip taken from the North Pole to the South Pole. The maps and illustrations add greatly to the text. G. 1-3.

COLBY, C. B. *Pets*. New York, Duell, Sloan and Pearce, 1964. 160p. \$3.95

The subtitle "*An Illustrated Guide for Animal Lovers*" aptly describes this delightful book. It provides an excellent reference guide about pets, giving background information on selection, care, and housing. Ages 8-up.

MARL, DR. STEVEN J. *A Physics Lab of Your Own*. Boston, Houghton Mifflin, 1964. 192p. \$3.00

This is a do-it-yourself book with seventy experiments that can be performed at home by the young physicist. Beginning with gases, liquids and solids the experiments develop sound, light, electricity and energy. Ages 10-12.

S.M.R.

MORGAN, ALFRED. *A First Electrical Book for Boys*. New York, Scribner's, 1963. 28p. 3rd ed.

A simply written basic book on electricity for boys interested in science. The charts and drawings are simple and clear. All materials used are both easy to obtain and inexpensive. Junior High School.

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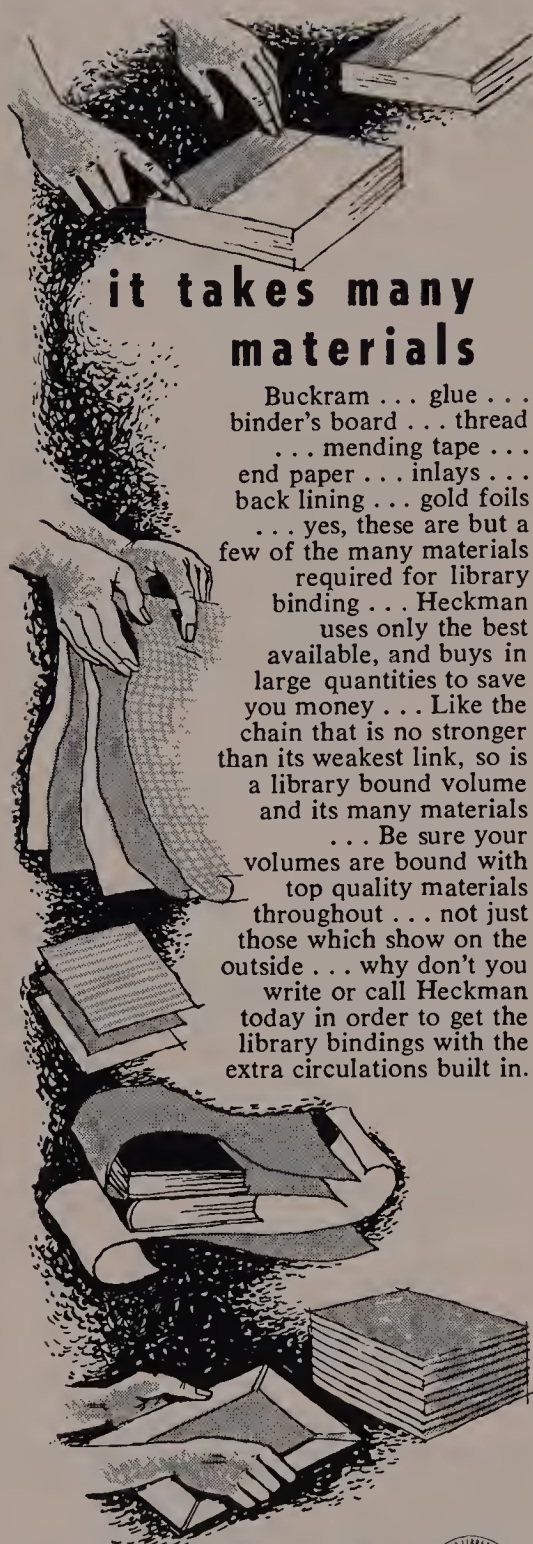
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A few copies available of "For the Lack of A Stitch" a brief history of bookbinding. A new book "It Takes Many Hands—Materials and Machines" ready soon.

OSMUND, EDWARD. *Animals of the World*. New York, Walck, 1964. 31p. \$3.25. (Three volumes)

In an easy straight forward style the author describes animals from the Polar bears of the far north to the familiar animals of Africa.

Children curious about animals will enjoy studying the simple line drawings the author has used to enhance the text. A simple map at the beginning of the various chapters indicates the position of the homeland of each group of animals described in that particular chapter.

The set of three volumes could and will be used as supplementary geography reading material.

Children will also enjoy knowing how man is endeavoring to save the world's animals from extinction. (Reading level Gr. 4-up.)

S.M.P.

## GEOGRAPHY AND TRAVEL

JOY, CHARLES R. *Young People of South Asia*. New York, Duell, Sloan and Pearce, 1964. 237p. \$4.50

This is a very interesting and informative book about boys and girls living in the countries of South Asia. It gives an excellent insight into the everyday life of the young people there.

KNIGHT, FRANK. *They Told Mr. Hakluyt*. New York, St. Martin's Press, 1964. 159p. \$3.50

All the adventures, shipwrecks and voyages of discovery of the sixteenth century are captured in this selected account of *Hakluyt's Voyages*. Written chiefly in its original form, it will delight the inquisitive reader.

S.M.R.

SMALLMAN, ROBERT E. *Washington, D.C.* New York, Golden Press, 1964. 160p. \$2.99 net.

Excellent for the tourist who wishes to save time. (All ages)

S.M.P.

UNICEF. *Hi Neighbor*. New York, Hastings House, 1964. 64p. \$2.95

This is the seventh book in the series relating the lives of children of other countries. This book deals with the Philippines, Madagascar,



Ceylon and Jamaica. It tells how the people live, the history and the government of the country, and some of their festivals and holidays and legends. The maps, songs, and photographs add to the text. Interest level— Gr. 3-6.

S.M.R.

ZIM, HERBERT. *The Rocky Mountains*. New York, Golden Press, 1964. 160p. \$2.99 (Illus. in color by SeZan Swain)

As the title suggests this is a small compact guide in color dealing with the beauty of the Rockies. Both United States and Canada are included. Gr. 4-7.

S.M.P.

### BIOGRAPHY

THOMPSON, BLANCHE JENNINGS. *Peter and Paul; The Rock and The Sword*. New York, Farrar, 1964. 174p. \$2.25

Peter and Paul are probably the Apostles who appeal most to young and old alike because these two "vessels of election" seem to be so human in their virtues as well as their faults. Blanche Thompson bases her account of *The Rock and The Sword* closely on scriptural texts. The scenes move from Palestine at the time of Christ to the early Christian era in a moving narration of the main events in the life of Our Lord and His Apostles. Vision Book. Ages 9-15.

S.M.C.

SANDERLIN, GEORGE. *St. Gregory the Great - Consul of God*. New York, Farrar, 1964. 177p. \$2.25

Pope Gregory's influence in resolving the turmoil of the sixth century resulted from the personal convictions he had as well as his firm trust in God. Elevated to the papacy by popular demand, Gregory had to conquer himself before he attempted to establish peace in Italy. His dream of a monastic career vanished as he experienced the weight of the miter worn by Saint Peter's successors. However, as God's consul he brought unity to Christian lands, sent missionaries to pagan lands, and collected and arranged the music of the Church. Vision Book. Ages 9-15.

S.M.C.

BEATTY, PATRICIA. *Azar*. New York, Walck, 54p. \$3.00 (Illus. by Helen Sewell)

Sometimes Azar was roundly scolded because he repeated the conversations he had had with his animal friends. No one really became concerned, however, until Azar's predictions began to materialize. An excellent story to use for story-hour in early elementary grades.

S.M.P.

FALL, THOMAS. *My Bird is Romeo*. New York, Dial Press, 1964. 96p. \$3.25 (Illus. by Louise Gordon)

The delicate perceptive drawings in black and white dovetail beautifully the story of a sensitive little girl named Emily, her tree-house and a little bird she has adopted.

Emily is nor ordinary little girl let me tell you. Besides having a tree-house, she is interested in all the creatures in the big out-of-door world surrounding her home. Any girl who wishes to know how to be a special kind of tomboy will enjoy the little story. Gr. 4-6.

S.M.P.

FLORY, JANE. *Clancy's Glorious Fourth*. Boston, Houghton Mifflin, 1964. 192p. \$3.00

Clancy's club, The Tigers, brings enthusiasm and excitement into the little town in the roaring twenties. An old-fashioned Fourth of July and the ingenuity of the group finally brings the approval of the elders to the club members. Ages 8-12.

S.M.R.

FOLTZ, MARY JANE. *Awani*. New York, Morrow, 1964. 128p. \$3.25

This is a well-written book about a young boy who is orphaned when a bear kills his parents. He is adopted by a family of another tribe, but is not accepted by the witch doctor. He becomes important and is looked up to when he makes friends with the white men he meets from a shipwreck. Ages 8-12.

S.M.R.

KENT, LOUISE ANDREWS. *He went with Hannibal*. Boston, Houghton Mifflin, 1964. 288p. \$3.75

Based on historical facts, this is an exciting adventure as told by a young boy who traveled

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with Hannibal and his army. The adventures  
of Hannibal are described by an eye-witness  
which makes the story realistic to the reader.  
Ages 12-up.

KIMBALL, GWEN. *The Puzzle of the Lost Daugh-  
in.* New York, Duell, Sloan and Pearce, 1964.  
150p. \$3.50

A book which wraps historical facts and  
legends into an exciting story.

S.M.R.

MASON, MIRIAM. *Stevie and his Seven Orphans.*  
Boston, Houghton Mifflin, 1964. 160p. \$3.00

This appealing story of a boy who finds  
seven puppies will be welcomed by youngsters.  
How he takes care of them and finds a home  
for them is interestingly told. Very amusing  
things happen, such as a funeral and a christ-  
ening. Ages 7-10.

S.M.R.

MOLLOY, ANNE. *The Mystery of the Pilgrim  
Trading Post.* New York, Hastings House,  
1964. 160p. \$3.25

Three young people start out on what they  
think will be a very dull vacation. However,  
it turns out to be an exciting adventure. This  
mystery will appeal to many a young reader.  
Ages 9-12.

S.M.R.

MUSGRAVE, FLORENCE. *Two Dates for Mike.*  
New York, Hastings House, 1964. 150p. \$3.25

This delightful story finds a modern teen-  
age boy involved with two girls, one an ex-  
change student from Latin America and the  
other, the girl next door. Ages 12-16.

S.M.R.

SVINSAAS, INGVALD. *Tom in the Mountains.*  
New York, Lothrop, Lee, Shephard, 1964.  
108p. \$3.00 (Illus. by Gunvor Edwards)

*Tom in the Mountains*, a translation from  
the Norwegian by Marianne Turner, tells of a  
pet cat belonging to Perry and Lisa. In the  
bustle of getting their mother to a hospital, the  
cat is left behind in the deserted cottage.

Although a search is made no pet is to be  
found. How Tom survives in the Scandinavian



winter provides an exciting story. An excellent contribution to books, which treat the animal kingdom in a realistic way. Grades 4-5.

S.M.P.

SYME, RONALD. *Nigerian Pioneer*. New York, Morrow, 1964. 189p. \$2.95

This is a true story of an adventurous and kindly woman and her many years spent with the savage tribesman. The Africans learn to love and trust her and no one else. Many fearful and humorous incidents hold the interest of the reader. Ages 10-14.

S.M.R.

### YOUNG ADULTS

BOLTON, CAROLE. *The Dark Rosaleen*. New York, Morrow, 1964. 223p. \$3.25

This teen-age story for girls centers around a girl from a rather well-to-do family who is a little on the snobbish side. She learns to overcome this with the help of her grandfather, Rosaleen and an old car. They bring her into contact with Don and her life slowly begins to change. Ages 12-16.

S.M.R.

CAVANNA, BETTY. *Jenny Kimura*. New York, Morrow, 1964. 217p. \$3.25

This intriguing story tells of a young girl, who, half American and half Japanese, comes to America to spend the summer with her grandmother. Even with all her doubts as to whether she is accepted by her grandmother and the young people, Jenny enjoys herself. A water skiing accident solves her doubts.

The story shows an excellent contrast between the life of a young girl in Japan and one in America, Ages 12-16.

S.M.R.

COLMAN, HILDA. *Classmates by Request*. New York, Morrow, 1964. 187p. \$3.25

This is a timely story about young people of different races and the problems that face them day in and day out. It tells how they solve their difficulties and become friends in so doing.

This book clearly shows the fears and misunderstandings that exist between the white and black races and how they can be solved

with a little understanding. Ages 12-16.

S.M.R.

CONE, MOLLY. *The Real Dream*. Boston, Houghton Mifflin, 1964. 144p. \$2.75

This is a typical story about a high school girl whose dream boy walks into her life and puts her on a cloud. As she slowly comes down to earth, she realizes that his ideals and values are not what she is looking for in a boy. Ages 12-14.

S.M.R.

SODERJEL, KAI. *Free Ticket to Adventure*. Lothrop, Lee, Shepard, 1964. 192p. \$3.50. (Trans. Annabelle MacMillan and Illus. John Kaufmann)

When the mother of a family wins a contest the entire family is given a free trip to Vienna via Denmark, Germany and the beautiful Austrian Tyrol. An unusual teen-age travel story full of suspenseful little episodes that crop up frequently.

Young American readers not too familiar with this part of Europe, will enjoy the Nilsons zestful descriptions as they ride along in *Free Ticket to Adventure*. Ages 12-16.

S.M.P.

Scribner Publications recommended for Young Adults:

*A Backward Glance*. Edith Wharton. (Autobiography) \$3.95

*Edith Wharton*. 1862-1937. Olivia Coolidge \$6.95

*Emblems of Conduct*. Donald Windham (An autobiography of childhood) \$4.50

*A Transaction of Free Man*. David Hawke. \$5.95

*France Reborn*. Robert Aron. \$8.50

*Still More Numbers*. J. Newton Friend. (Fun and facts.) \$3.50

*Mathematical Magic*. William Simon. \$4.95

S.M.P.

Reviews in this issue by Sister Marie Pius, S.S.J., Saint James High School, Ferndale, Michigan; Sister Marie Colette, S.C., De Paul Institute, Pittsburgh, Pennsylvania; and Sister Mary Richard, R.S.M., Our Lady of the Rosary School, Greenhills, Ohio.

## Two new editions to the much-loved PATRON SAINT BOOKS



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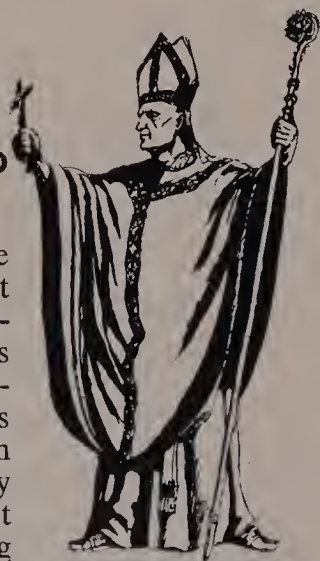
As *Ave Maria* puts it, the PATRON SAINT BOOKS "bring home to readers of five to nine the special virtues of their patron saints. Beautifully written, with excellent illustrations, the books will delight all youngsters in this age group." PATRICK and HELENA are splendid additions to a notable list.

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## NEW AT YOUR BOOKSTORE

This column is to acquaint our readers with many of the new titles appearing on the book dealers' shelves. Our reviewing staff is limited by time to attempt reviews of all the titles we receive. This is regrettable because many new titles are worthy of your attention.

AGNES DU SARMENT, SISTER. *Letters from Paul Claudel, my Godfather*. Translated by William Howard. Westminster, Maryland, Newman Press, 1964. 146 p. \$3.75 64-19180

Through the correspondence of thirty years, one learns of the loving character of the French author that shines through his humor and indignations.

ARMSTRONG, JOHN P. *Sihanouk Speaks*. New York, Walker, 1964. 161 p. \$4.95 64-16118

To understand the reasons for another's action is to give one a basis for dealing with that person. The great powers must learn why the developing countries take certain steps. This book about the Prince of Cambodia helps in understanding the government of that country.

ARNOLD, JAMES W. *Admission to College; a Guide for Catholic Students and Their Parents*. Milwaukee, Bruce, 1964. 230 p. \$3.95 cloth \$1.95 paper 64-17327

Since the uppermost question in the minds of teen-agers and their families these days is what college to choose, many will be interested in this book of facts.

BREUNIG, JEROME, S.J. *Have You Had Your Rice Today?* Chicago, Loyola University Press, 1964. 184 p. \$3.50

The author, visiting professor at the Sogang Jesuit College in Seoul, Korea, writes his impressions of the country and its people.

CALLAHAN, DANIEL, ed. *Federal Aid and Catholic Schools*. Baltimore, Helicon, 1964. 160 p. \$3.95 64-16132



One would think there is little more to say on the school-state question, yet the editor has gathered together essays that give fresh slants on the subject.

CLAYTON, JAMES E. *The Making of Justice; the Supreme Court in Action*. New York, Dutton, 1964. 319 p. \$4.95 64-11079

It is important that we know about the workings of the arm of our government that acts as a brake on our enthusiasms. In this book we learn about the Supreme Court through cases tried before it.

DANIEL-ROPS, HENRI. *Bernard of Clairvaux*. Translated by Elisabeth Abbott. Foreword by Thomas Merton. New York, Hawthorn Books, 1964. 230 p. \$4.95 64-12419

Bernard, a monk who longed for silence, became the storm-center of the church. His reforms have touched us all. His love for the cloister is mirrored in the many Trappist Monasteries of our day.

DANIELOU, JEAN, S.J. *Introduction to the Great Religions* by Jean Danielou, S.J. and others. Translated by Albert J. LaMothe, Jr. Notre Dame, Indiana, Fides, 1964. 142 p. \$3.25 64-16499

In nine essays, the authors give a brief factual description of non-Christian religions, including atheism.

DE TOLNAY, CHARLES. *The Art and Thought of Michelangelo*. Translated from the French by Nan Buranelli. New York, Pantheon Books, 1964. 144 p. XLVIII plates, \$7.95 64-10979

Art is used in many forms to express Michelangelo's beauty of soul, contends the author. Charles de Tolnay selected letters, poems, and artistic works of the great master to point up his personality. The author has also written a definitive biography of Michelangelo.

DOHERTY, EDDIE. *King of Sinners*. Milwaukee, Bruce, 1964. 288 p. \$4.75 63-22040

For those who enjoy novels on religious themes, Eddie Doherty has written a novel about Jesus Christ.

DONOVAN, JOHN D. *The Academic Man in the Catholic College*. New York, Sheed and Ward, 1964. 238 p. \$6.00 64-13570

Much has been written about the value of a Catholic education, but little has been said about the educators. This study of college professors helps in assessing the quality of learning that can be expected of those attending Catholic institutions.

FALCONI, CARLO. *Pope John and the Ecumenical Council; a Diary of the Second Vatican Council, September-December 1962*. Translated from the Italian by Muriel Grindrod. Cleveland, World, 1964. 373 p. \$5.95 64-12054

The spirit of Pope John is dwelt upon in this picture of Vatican Council II. This is another background book to round out our understanding of this historic event.

FORBES, JACK D., ed. *The Indian in America's Past*. Englewood Cliffs, Prentice-Hall, 1964. 181 p. 64-17608

The treatment and exploitation of the Indian from early days to the present is examined and discussed.

GLUCKMAN, MAX. *Custom and Conflict in Africa*. New York, Barnes & Noble, 1964. 173 p. \$3.00

In a series of six lectures delivered over the British Broadcasting System, the author discusses the anthropology of Africa. This book is useful in helping to develop an understanding of the new African countries.

GOULD, JEAN. *Robert Frost; the Aim Was Song*. New York, Dodd, 1964. 302 p. \$4.50 64-16193

"Robert Frost was a songster till the end—and a lover of life, with all its imperfections, its tribulations, its increasing traumas." With this sentence the author sums up the life of the poet.

HOROWITZ, IRVING LOUIS. *Revolution in Brazil; Politics and Society in a Developing Nation*. New York, Dutton, 1964. 430 p. \$7.50 64-13916

There is an urgency about the need to understand our neighbors. Brazil, its social and economic problems and the dangers inherent in them are carefully analyzed.

HUGHES, PAUL L., ed. *Tudor Royal Proclamations*. Edited by Paul L. Hughes and James F. Larkin, c.s.v. v. 1 *The Early Tudors (1485-1553)* 1964. \$17.50 63-13965

The student of English history will find this and its succeeding volumes an indispensable reference tool.

LEVINE, ISAAC DON. *I Rediscover Russia*. New York, Duell, Sloan and Pearce, 1964. 216 p. \$4.95 64-18476

The author returned to Russia after forty years. After describing his visit, he sums it up with the statement that he felt the "crest of the communist tide, which had been sweeping over the globe since 1917, is behind us." He adds, however, that the West must press its advantage every time Moscow suffers a setback.

MCNAMARA, LENA B. *The Penance Was Death*. Milwaukee, Bruce, 1964. 216 p. \$3.95 64-21061

Not many murders are committed on penitents. The setting is unusual, but the story is contrived.

O'CONNELL, MARVIN R. *Thomas Stapleton and the Counter Reformation*. New Haven and London, Yale University Press, 1964. 221 p. \$6.00 64-12656

A Catholic scholar of the sixteenth century, Thomas Stapleton spearheaded a counter-offensive against the thrust of Protestantism.

O'CONNOR, FRANK. *The Lonely Voice; a Study of the Short Story*. Cleveland, World Publishing Co., 1963. 220 p. \$4.00 63-8782

Using excerpts from the writings of famous authors of short stories, Mr. O'Connor develops his theme that a true short story is an exposition of the problems of some submerged group in society. This, he contends, marks the difference between the short story writer and the novelist who is concerned with the individual.

O'NEILL, EUGENE. *More Stately Mansions*.

Shortened from the author's partly revised script by Karl Ragnar Gierow and edited by Donald Gallup New Haven and London, Yale University Press, first edition, 1964. 194 p. \$7.50 64-12655

O'Neill had projected a cycle of plays on the theme of men being subjugated by their possessions. Only parts of this cycle have survived. *More Stately Mansions*, the fourth play has been cut drastically. It has been acted at the Swedish Royal Dramatic theatre, but never before has it been published.

PAUL VI, POPE. *On the Church and the World*. Introduction by Augustin, Cardinal Bea. Edited by James Walsh, s.J. Translated by Archibald Colquhoun. Milwaukee, Bruce, 1964. 267 p. \$5.50

Cardinal Bea, in his introduction, recommends this book as a "help towards a better and more exact understanding of the ideas, aspirations and apostolic yearnings of Paul VI."

PERRIN, HENRI. *Priest and Worker; the Autobiography of Henri Perrin*. Translated with an introduction by Bernard Wall. New York, Holt, 1964. 247 p. \$4.95 64-14356

The French priest-worker through his diary and letters gives a picture of the hopes and trials of the movement of which he was a part.

RICHTER, CONRAD. *The Grandfathers*. New York, Knopf, 1964. 180 p. \$3.95 64-13445

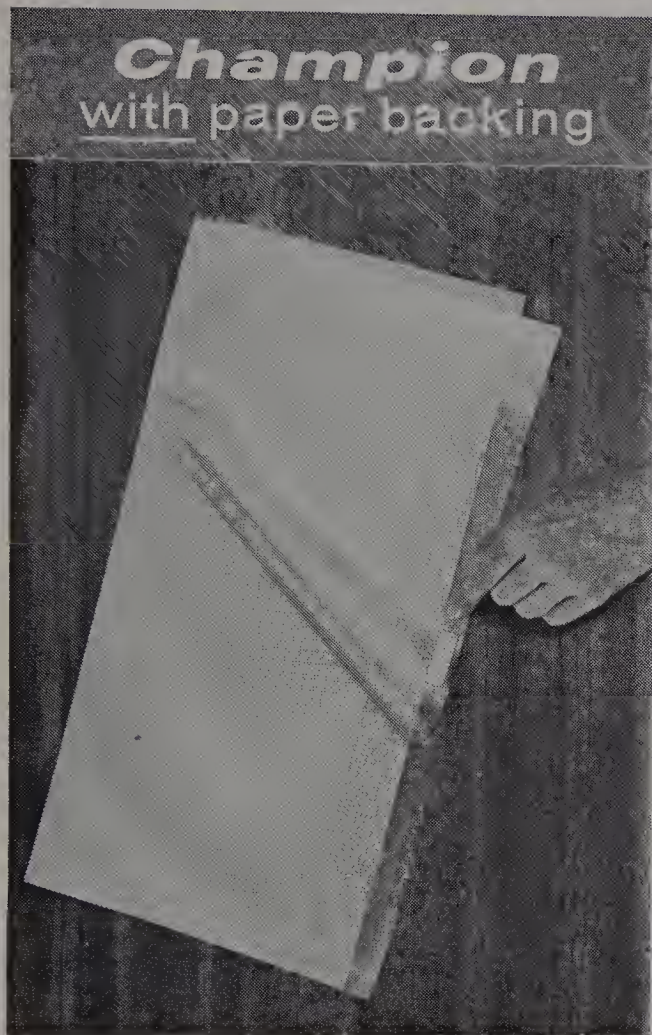
Once again the author has chosen the back woods country for his setting. Four old men treat the heroine with the love that they would if she were their own granddaughter. Only her mother could resolve the mystery as to which is the real grandfather and she won't say.

RYNNE, XAVIER. *The Second Session; the Debates and Decrees of Vatican Council II, September 29 to December 4, 1963*. New York, Farrar, Straus & Company, 1964. 390 p. \$4.95 64-17875

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